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In this issue:

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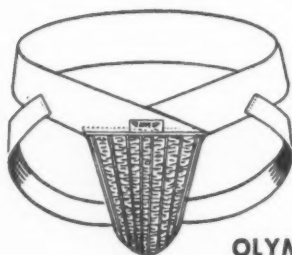
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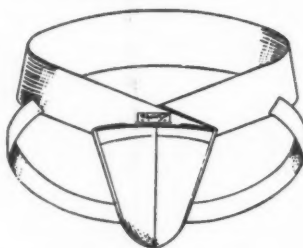
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SCHOLASTIC COACH

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The veteran coach's return

"I am up against the greatest problem of my 15 years of coaching," writes a certain Coach Jones, whose real identity is withheld for reasons which will become apparent. "In a nutshell, it is: To subtly establish rapport between our football squad and our returned veteran head coach, whom I replaced when he left for military service. I was lucky and won a lot. He has been unlucky and lost a couple. I used 33 boys per game; he uses 15 or 16. To my mind he is the best high school coach in our state. Yet we are facing near mutiny on the part of the squad." Because Scholastic Coach feels this is a problem other schools may be facing, we are printing Coach Jones' letter in full.

THE Head Coach of Central High School had left in 1940 with the National Guard. He and his assistant, Jones, had been considered a great team. They had turned out three championship football teams in five years.

On leaving, the Head Coach had said, "Look out for my job for me."

Jones, thinking of the championships the Head Coach had won every other year for 12 years and the high esteem in which he was held by the community, smiled and replied, "I will, but it won't be tough considering your reputation."

In the fall of 1946, the Head Coach returned. Jones had won three championships in the past four years. Three of his teams had made large sums of money for the school. And for the past two years, Central hadn't been beaten.

Jones welcomed the Head Coach. He was happy to become his assistant again.

In the second game of the 1946 season, Central dropped a tough one, 14-0. On the following Saturday, it dropped another game against a larger school, 26-0.

On his way uptown after the second defeat, Jones was stopped seven times. Why didn't the Head Coach substitute more? Why was a larger school scheduled? Why didn't he order more passes? Why doesn't he try some other kids when things aren't going right? Why doesn't he use the T?

Why this, why that, why? why?

Jones had one stock answer. "If Central had won, you wouldn't have noticed all that." It pleased no one.

Over the week-end, various

friends told Jones, "Now if you were running things..." Jones smiled and said nothing. But he was getting angry.

At school on Monday it was worse. Students of high school age are not subtle. They were asking the same questions they had heard at home, only in not so delicate a tone.

The team, the squad, were surly, searching for any explanation that would excuse their loss. The Head Coach said nothing. But he was unhappy about their attitude and about the atmosphere in general.

JONES was disgusted and rustling hard for a solution. All he wanted was a return to the pre-war atmosphere, when he and the Head Coach represented a good coaching team.

Jones prepared a two-page newspaper release. But his friends cautioned him against it. They pointed out that Jones, in his effort to shield the Head Coach from unwarranted criticism, might point the finger of doubt at the skill of the Head Coach. So Jones forgot about the release.

But he couldn't resist the temptation of presenting his case at a big dinner-club meeting in town.

Jones spoke for 15 minutes. He said, "It's an old custom to look for a goat when a team loses. Central High fans like sport fans the nation over, they abhor being on the short end of the score. But before choosing a goat, let me read you some facts." He pulled out the newspaper release and slowly read:

BEFORE the town council passes a resolution that Central High School play only schools half its size, some facts about the local football situation should be brought to light.

1. That Smith (the Head Coach) did not make the 1946 football schedule. It was Pete Jones (myself) who did—including the larger schools that defeated us.

(a) He arranged this schedule to make money for the Central High School student body.

(b) He arranged this schedule as a living, "learning exercise" to the student body, the football squad and the football fans—that it is unwholesome for a large school like Central to pound its chest in self-adulation over defeating smaller schools.

(c) He arranged the 1946 schedule before he knew that Head Coach Smith was to return from service.

(d) He arranged this schedule assuming that Johnson, Frick, Bostwick and Edwards, top-notch 1945 veterans with one more season of eligibility left, were going to be on hand for 1946. They decided to enlist in the services instead.

2. That Head Coach Smith, then Major Smith, in the spring of 1946 suggested that Pete Jones remain as head coach of football and that he, Smith, serve as director of physical education and assistant football coach. Jones refused, stating that he preferred to work in his old post as assistant to Smith.

3. That Head Coach Smith's recompense for football coaching was zero. That none of Central's four coaches receive a penny for the three hours per day they devote to coaching, after teaching six periods of the school day.

4. That Head Coach Smith has adapted Jones' version of the Smith system and basic rating of personnel, so that any criticism should be divided with the major portion falling on Jones.

5. That Smith, in addition to teaching and coaching, has had to accept, because apparently no one else would, the responsibility for care of grounds, seating construction, policing, eligibility, preparation of fields, advertising, transportation, equipment, and other numerous details.

6. That Smith is the teacher and Jones the pupil of the Smith system of football; and the teacher should have a chance to further orient himself before judgments are cast.

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NOVE



by HARRY KELLAR

Outslicking the 2-1-2



 **COACHES** readying their basketball teams for the coming season will do well to equip them with a definite plan of action against a 2-1-2 shifting zone defense. The 2-1-2 is a highly popular defense these days and you need a clear-cut, pre-conceived offensive pattern to beat it.

Let it be understood immediately that the best offense against a zone is a fast break. Unfortunately, however, few of us are blessed with good defensive rebounders and the speed and passing accuracy to whip the ball into scoring position before the zone can get organized.

Diag. 1 (on next page) shows the 2-1-2. As you can see, the zone appears weak on the sides and under the basket. There is also an opening between the front two men.

The strength lies in its rebound possibilities, since players 3, 4 and 5 form a triangular pocket under the basket. When the offense starts moving the ball around, the zone defenders shift as shown in **Diags. 2 and 3.**

Like all zones, the 2-1-2 offers a mental as well as a physical barrier. It subtly encourages the offense to pass and work the ball around to the point where the passing

rather than the shooting becomes the primary objective.

Zones are percentage defenses. It is not difficult to get off a shot against any type of zone, but how often is it a good shot?

A good shot has four requisites: (1) Reasonable distance from the target; (2) A look at the target; (3) Shooter on balance; (4) Offensive player or players in position to gain the rebound.

If the shot doesn't meet these requirements, four out of five times you'll just be handing the ball to the opponents. A schoolboy team which averages about 20% of its shots (all types) is doing all right. Against the zone, the idea is to look for close-in shots with the shooter's teammates in position to recover rebounds.

Now for an offense. As mentioned before, the zone is weak on the sides and underneath the hoop. Hence, in **Diag. 4**, the offensive front line is deployed in the weak spots with the guards squared, 5 having the ball.

No. 5 may try to draw out X2 with a fake long shot. But if the zone is smart, X2 will not allow himself to be sucked out far enough to be by-passed with a dribble.

We also assume that X2 and X3

Harry Kellar, all-Western Conference forward at Purdue from 1930-32, and assistant coach in 1935, has been coaching high school ball in Chicago for the past six years, first at De La Salle High and now at Austin High.

are not swarming all over our guards.

This particular defense is passive. In other words, it is placing the burden of proof on the offense.

This passiveness is one of the major strengths of a zone. The Fabian policy of retreating, waiting and hindering until the opponent is flustered is as old as the hills of Rome; in fact, it was used with success in ancient gladiatorial combats.

But let's proceed to get in a shot. We do not intend to pass the ball 15 or 20 times around the hump just to have the zone shift. We've heard coaches call to their teams, "Make them work! Tire them out!"

While it is good basketball to make the zone shift to your advantage, you cannot expect the shifting to poop out the defense so that you can go through for an easy short shot. Constant passing is also dangerous in that it induces the offense to forget there is a basket in the gym.

Another thing to remember is that each time the ball is passed or handled, it increases the possibility

of an interception, out-of-bounds or fumble. Leave the fancy passing to the pros. You're dealing with high school boys who often find it difficult just to hold on to the ball.

According to statistics, each time the offense crosses the center line it should get a shot. If it doesn't average a shot a crossing, it is no longer an offense but just five boys taking exercise.

We're across the center line and 5 has the ball (Diag. 5). No. 1, on the end line, places himself on the same side of free-throw lane as 5. Player 5 fakes a long shot; then bounce passes to 2 on the side. No. 5 does not follow his pass. He stays out for protection.

On receiving the ball, No. 2 swings his body toward the basket and by a high fake forces the zone to shift, thereby pulling out X5.

Now 1 breaks from the free-throw lane to overload X5, and 2 bounce passes on the outside to 1. This forces X5 to turn his back on 2. Coincidental with the maneuver, 2 cuts inside. The triangle pocket of the defense is now broken, since X3 and X5 are trying to tie up 1.

The options offered to 1 are a spin toward the end line for a hook shot, knowing 2 is coming in for the rebound; or he can hook over the heads of the defensive men to 2 behind them.

If 1 disregards these options 2 continues his cut and the weak-side guard 4 drives in. In this situation, forward 2 does not screen for the weak-side guard; it is simply a process of playing the second man in.

Our strategy has been this: we overloaded X5, thereby pulling X1 over to help him; then by cutting in 2 we created the possibility of a close-in shot. When 2 was passed up, 4 drove in. Now 1 passes to 4. (See Diag. 6.)

When this sequence is well timed, the guard-in technique is very effective. The guard has a lovely cutting lane. If the defense endeavors

to stop him, they must over-shift. And when they over-shift they violate a cardinal principle of defensive psychology. The burden of proof is no longer upon the offense.

For best offensive results, have a big player in the 1 spot. He plays a roving game, maneuvering to the ball side of the free-throw lane.

Pick boys with strong personalities for the guard spots—boys who will pass the ball to each other once or twice to keep the front line of the defense spread, and then will get a clean pass in to a teammate.

We cannot emphasize this too strongly: *Against zones the offensive guards are the key to success.* The three front men are helpless if the guards can't get the ball into them.

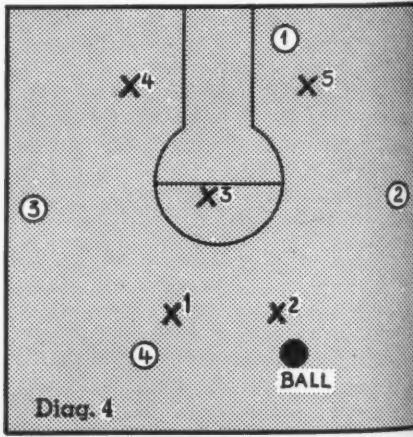
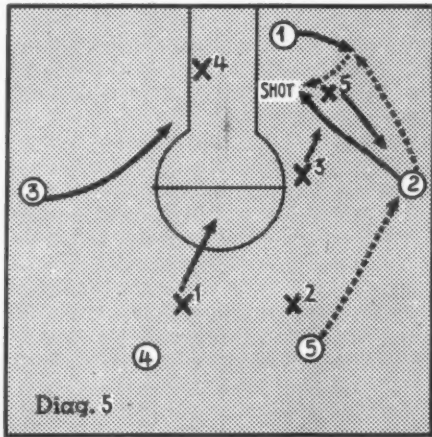
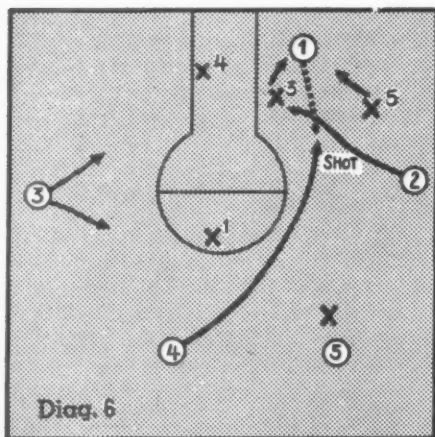
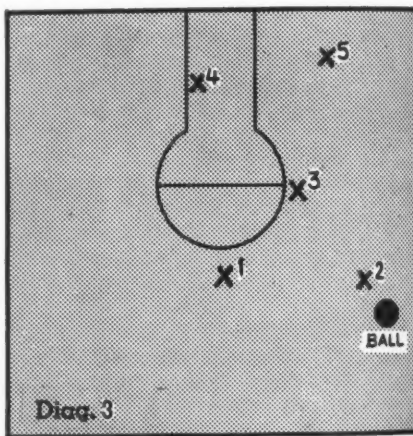
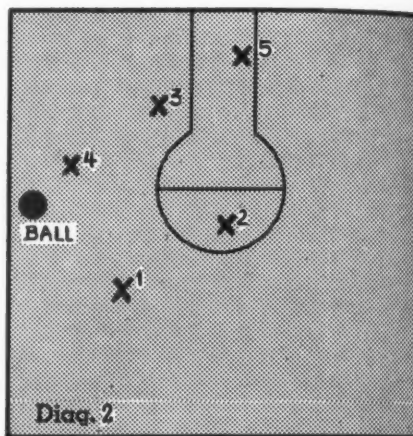
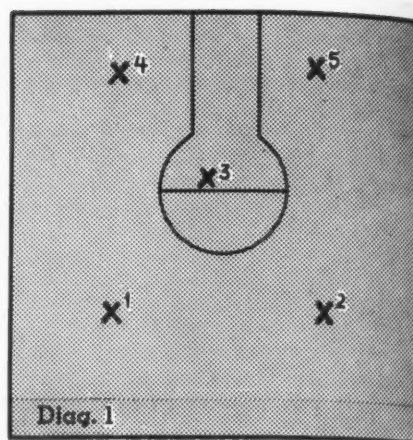
In conclusion, we'll take up a few questions. For example, what if X3 and X5 succeed in tying up 1? All right, you have a jump-ball situation. But you have just as much chance of getting the ball back as the opponents. If you do get the ball, you immediately have a shot. So better prepare a tip-off play for down here.

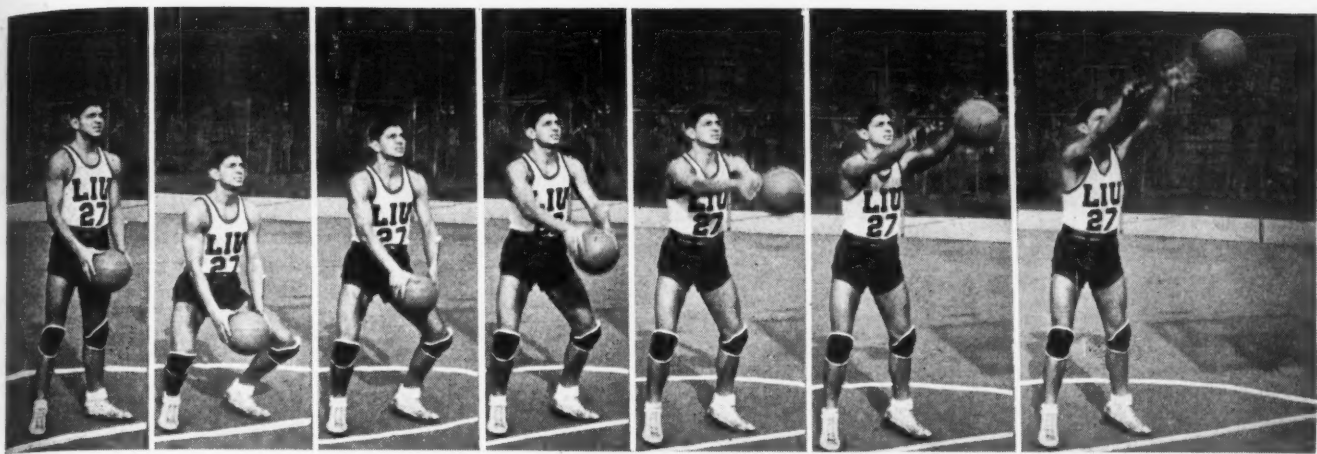
Next, what's 5's job after he passes the ball in? Answer: He stays out for defense and also to freeze X2. If X2 starts drifting back, it is a simple matter for 1 to hook out to 5.

What does 3 do? He plays a waiting game, being in position to cut back on defense or to come in for the rebound if 2 shoots. He is also in good position to take a pass if X1 overshifts to stop the weak-side guard play.

Here are a few pointers to keep in mind whenever you face a zone:

1. Keep at least two men back to pick up any fast breakers.
2. Follow up your rebounds strongly.
3. Try to beat the zone up the floor; attack it before it can get set.
4. Avoid cross-court passes.
5. Shoot when you're set.





UNDERHAND The most popular type of free throw extant, the underhand shot is a free, easy, mechanical toss which every beginner should be taught to master inasmuch as it offers less muscular resistance and greater freedom of movement than the overhand shot.

The player assumes a comfortable stance just back of the line with legs spread, toes pointed forward, body erect and ball held in front of the waist. The fingers are naturally spread at the sides with the thumbs on top pointed straight at the hoop.

After fixing his eyes on the front ring, the player is ready to go into action. He flexes his knees (not his back!) and brings the ball between his legs. The arms remain straight—the knees do the lowering.

As the player straightens up, the hands drop a bit and the ball is carried up easily and smoothly for the release. Both hands leave go at the same time when the ball reaches about head level. The straightening of the wrists imparts reverse english.

Note how the player rises on his toes and allows the arms to follow through.

Free Throwing

The overhand free throw is nothing but a set shot with the feet remaining on the ground. If the player has a good overhand shooting style, don't discourage him from taking his fouls in the same manner.

The player takes his stance behind the line with feet fairly close together, toes on a line or, as shown, with one foot slightly behind.

The ball is gripped as for the set shot, with the fingers and thumbs spread at the sides and along the top. The ball is held away from the body with the forearms

OVERHAND

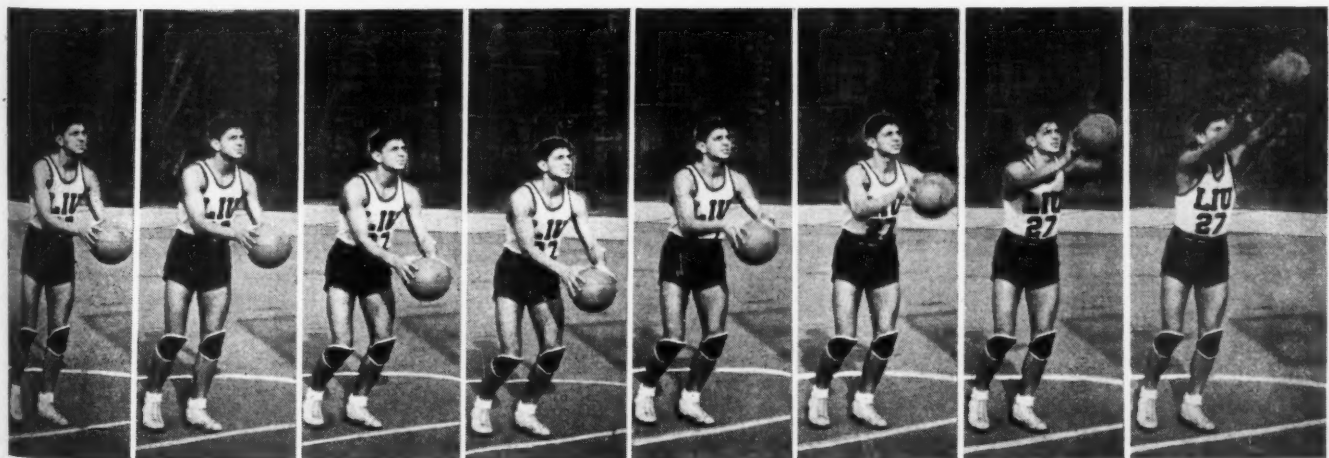
from the body with the forearms

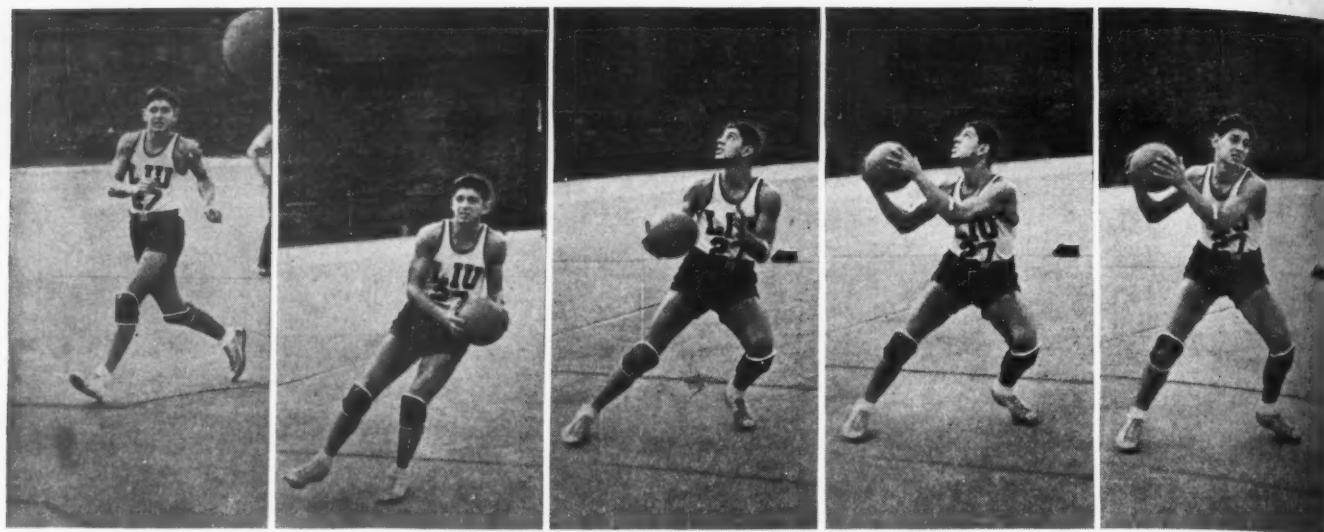
parallel to the ground and the body relaxed.

The player trains his eyes on the front rim and flexes his knees. He may drop the ball slightly, as shown, or, better yet, shoot directly from the ready position (second picture).

The hands drop slightly so that the ball is released with a reverse spin at about head level.

Faults to avoid in overhand shooting include: bringing the ball too close to the chest, wing-spread of the elbows, too much spin; carrying the ball too low in the set position.





T ATTACK!

by LOREN E. ELLIS



T FORMATION basketball is neither new nor has it begged, stolen or borrowed from football. The tandem-pivot offense was being used on the court long before it gained universal popularity in football.

Just about ten years ago, while preparing for a crucial game in the Indiana high school tournament, I cooked up a version of the tandem-pivot as a surprise maneuver. It worked so successfully that I have been using it since—whenever the necessary personnel is available.

As you can see in the diagrams, the basic formation features three men in the backcourt, a pivot in the keyhole and a second pivot near the end-line alongside the lane. In effect, you wind up with three guards and two centers. The forward po-

sition, as we have known it, is actually eliminated.

At Valparaiso, we operate on the theory that there is never enough time to practice as much as we should. Hence, we try to kill two birds with one stone by incorporating specific features of our offense into our drills on fundamentals. In short, our drills take the form of actual-game patterns.

In training for the T formation, we work a lot of drills around the foul-line pivot man. The Cross-

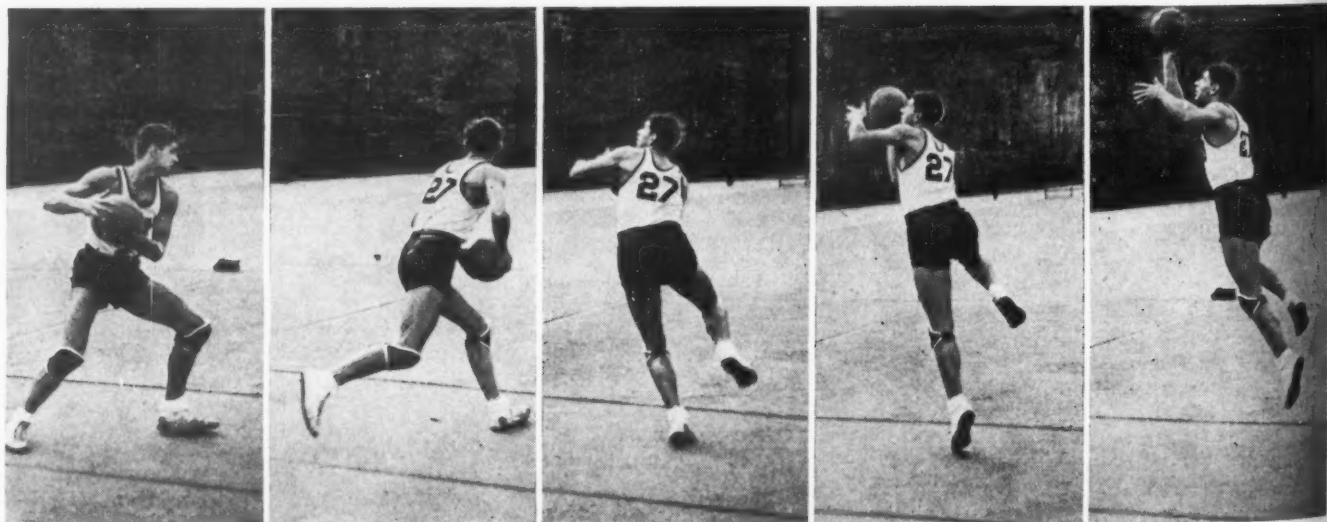
Cut, Fake and Pivot: After driving down the middle for a pass, the cutter is halted by a clinging guard (we assume). He throws off his man with a pretty over-the-shoulder fake, pivots on his left foot, and lays up the ball with his right hand.


Loren E. Ellis coaches the nationally famous Valparaiso University basketball teams.

Buck play is a favorite on which we spend a lot of time.


The straight drive-in past the pivot, known as the Fullback Smash; the Quick Opener which breaks a back-court man down the open side of the floor; the Delayed Floating Pass by the front pivot to a cutter; the End-Around play, which brings out the end-line pivot as a screen; and the End Run, a drill utilizing a double moving screen around the pivot—are all combined into practice drills.

We believe in using entire teams in these drills rather than units of two or three, as is the common practice. We also interchange our
(Continued on page 40)






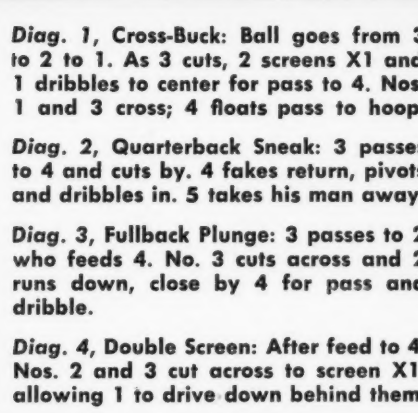
Diag. 1, Cross-Buck: Ball goes from 3 to 2 to 1. As 3 cuts, 2 screens X1 and 1 dribbles to center for pass to 4. Nos. 1 and 3 cross; 4 floats pass to hoop.




Diag. 2, Quarterback Sneak: 3 passes to 4 and cuts by. 4 fakes return, pivots and dribbles in. 5 takes his man away.



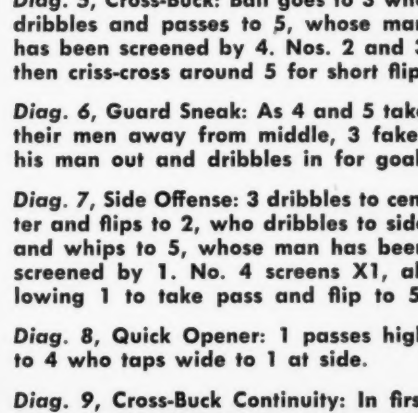
Diag. 3, Fullback Plunge: 3 passes to 2 who feeds 4. No. 3 cuts across and 2 runs down, close by 4 for pass and dribble.



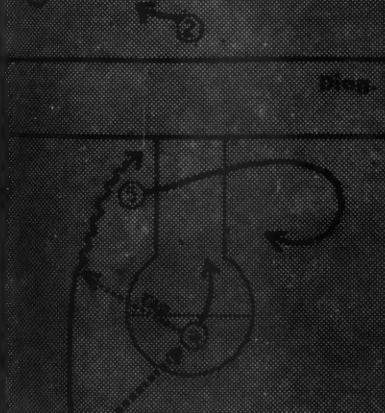
Diag. 4, Double Screen: After feed to 4, Nos. 2 and 3 cut across to screen X1, allowing 1 to drive down behind them.



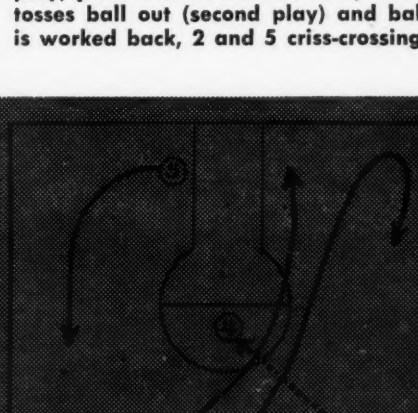
Diag. 5, Cross-Buck: Ball goes to 3 who dribbles and passes to 5, whose man has been screened by 4. Nos. 2 and 3 then criss-cross around 5 for short flip.




Diag. 6, Guard Sneak: As 4 and 5 take their men away from middle, 3 fakes his man out and dribbles in for goal.



Diag. 7, Side Offense: 3 dribbles to center and flips to 2, who dribbles to side and whips to 5, whose man has been screened by 1. No. 4 screens X1, allowing 1 to take pass and flip to 5.



Diag. 8, Quick Opener: 1 passes high to 4 who taps wide to 1 at side.



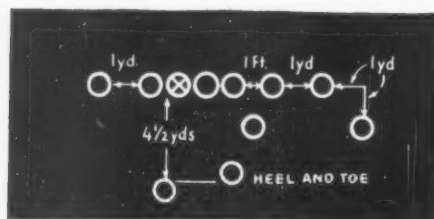
Diag. 9, Cross-Buck Continuity: In first play, pivot 4 finds no free man, so he tosses ball out (second play) and ball is worked back, 2 and 5 criss-crossing.

Waldorf's Single Wing

by FLOYD B. SCHWARTZWALDER



AS ring-master at the well-attended Edinboro Coaching School, promoted by the High School Coaches of Western Pennsylvania, Lynn Waldorf of Northwestern got the "cirrus" off to a flying start with a detailed analysis of both his single wing and T attack.



Diag. 1

Although the Waldorf T possesses several distinctive features, the T *per se* has been so comprehensively covered in past issues of *Scholastic Coach* that the reporter will content himself here with a picture of the Northwestern single wing.

The coach of the Wildcats strongly stressed the value of the running game. Even in this era of wide-open football, it is still the backbone of the attack. The average team will use two or three times as many running plays as pass plays during the course of a game.

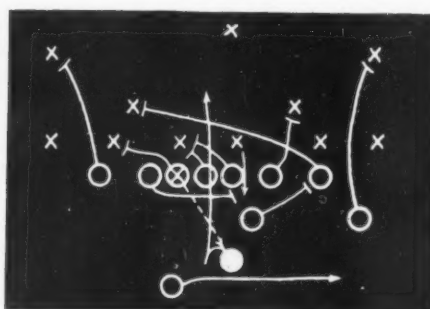
The plays must be designed so that nearly every blocker has a good angle on the defensive man he is assigned to block. The carrier must reach the point of attack very soon after the block is made, because even the best blocker cannot keep an opponent out of the play indefinitely.

That is what is meant by "timing." If the hole is opened but closes again before the runner reaches it, or if the carrier stumbles over his

own blockers—the play is poorly timed.

The selection of the proper play in relation to the defense is also very important. It is obvious that a play hurled at the point where the defense is massed will not have the chance of success of a play directed at a point where the defense is spread more thinly.

A good running attack is equipped with strong plays that hit every hole in the line. Most colleges have at



Diag. 2

least two plays for most spots—one that hits fast and directly at the spot, and one delayed play which hits the same hole after a fake toward some other point.

Well-designed plays are important, but 80% of the success of the running attack lies in correct execution.

Waldorf's single wing is outlined in **Diag. 1**. The outside tackle sets up a foot away from the inside tackle; the ends split a yard; while the wingback lines up a yard back and a yard out from the end.

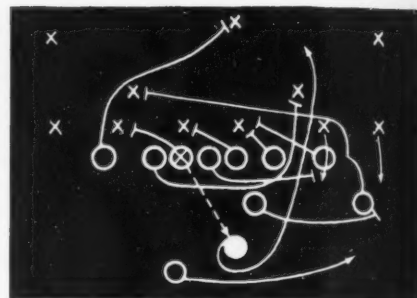
The blocking back deploys a yard back of the split between the tackles; the left half sets up four and a half yards back with his right foot on line with the ball; and the

fullback plays on line with the inside tackle, heels-to-toes with the left half.

Diag. 2 shows Waldorf's best ground-gainer, a play that has averaged 7 to 8 yards through the years.

The right end cuts at a shallow angle for the defensive center, while the outside tackle slides to his right and takes the defensive full to the outside. This slide furnishes the necessary delay in timing to permit the right end to go first.

The fullback takes the snap, stepping up with the right foot. He fakes to the left half, then drives straight ahead at the hole between

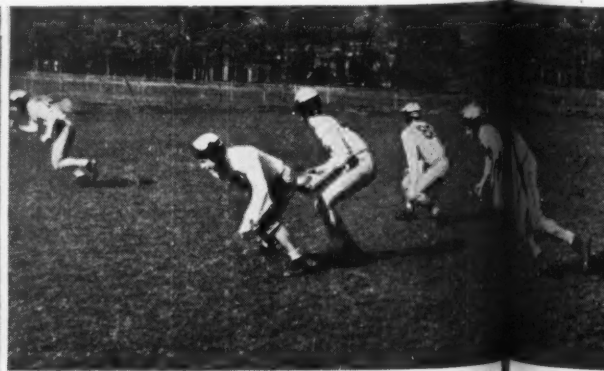
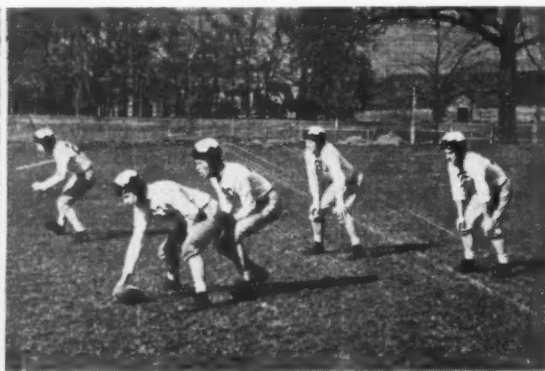
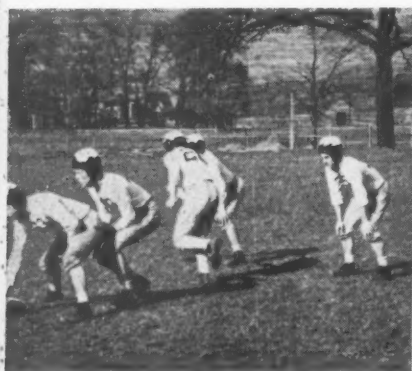


Diag. 3

the defensive guards, favoring the double team block.

Diag. 3 outlines a full spinner inside the defensive left tackle. The left guard leads the play, taking the defensive full, while the wingback fakes at the tackle and cuts off the defensive center. The fullback takes a full spin, faking to the left half and carrying the ball through the hole, favoring the double team.

Diag. 4 offers an off-tackle play with the left half carrying. The left guard and left end lead the play. The quarterback goes wide, faking an outside-in block on the defensive end in an effort to get

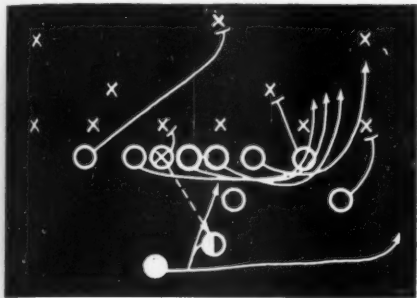




Diag. 4

him to float and thus widen the hole. He then continues on to the defensive half.

The fullback full-spins, handing off to the left half and continuing inside to exert pressure on the defensive left tackle and fullback. The left half carries inside the end, breaking sharply after starting wide. This gives the left guard and end time to clear the hole.



Diag. 5

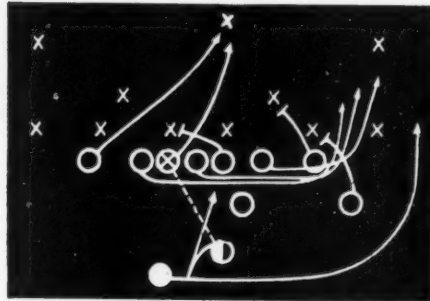
Diag. 5 outlines the wide end run originally perfected by Carl Snavely. Both tackles and both guards pull out and up field to lead the play. The outside tackle tries to get to the defensive half. The rest cut up, moving shallowly and taking the first defensive man in their path.

The wingback cross-body blocks the defensive end in, while the blocking back, also leading the play, reinforces the outside tackle on the defensive half.

The fullback half-spins, hands off to the left half and fakes a buck into the line.

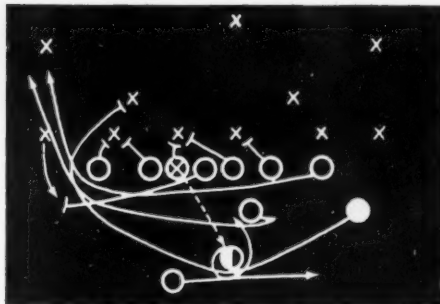
Diag. 6 outlines another wide play with somewhat different blocking. The inside tackle now crosses

in on the defensive right guard to prevent him from chasing the play. The center hesitates after his snap, then goes behind the inside tackle to assist the left end with the safety.



Diag. 6

Diag. 7 depicts a reverse inside the weak-side end. The right end pulls around and leads the play, looking for the defensive center. The left guard breaks the charge of the defensive right tackle, permitting the end to turn him inside. The blocking block head-fakes to the right to aid the timing and deception, then leads the play on to the defensive right half.

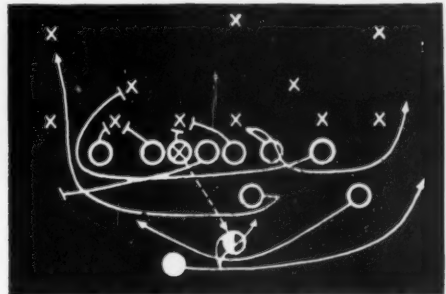


Diag. 7

The fullback takes the snap, stepping up with his right foot, fakes to the left half and continues his spin, giving off to the wingback. He then finishes the spin and plows into the line.

YALE'S 166 PLAY: Left half goes in motion to right, stops back of end, and jigs in place (second picture) as he awaits snap. Quarter takes ball and pivots on right foot. Full powers straight ahead as right half head-and-shoulder fakes to right (third picture). Quarter fakes to full (fourth picture), steps back with right foot, slips ball to right half, who has come back to left. Execution is not quite flawless. Right half has come back too far and has to reach for ball.

Diag. 8, a naked reverse, is a fitting companion to the preceding play. Everybody does the same thing as before, except for the outside tackle, who, after checking the defensive left guard for one count, sneaks back to his right for the defensive left half. The fullback now gives the ball to the left half.

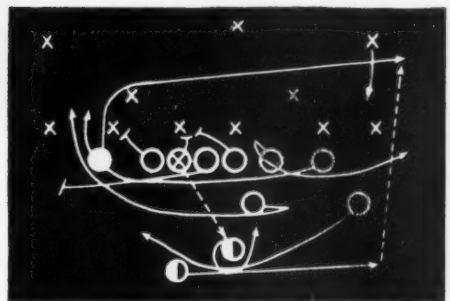


Diag. 8

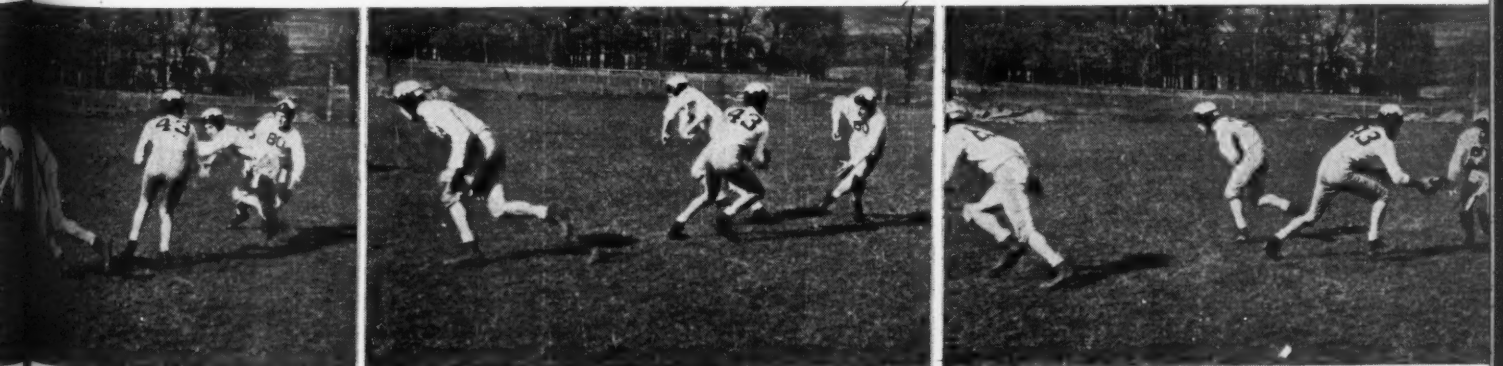
Diag. 9 offers another offspring of the reverse and naked reverse, which Otto Graham improvised against Minnesota in 1941.

The play is the same as the naked reverse except that the left guard now takes the defensive right tackle alone, while the left end streaks to his right for a pass behind the defensive left half coming up to make the tackle. If the defensive half stays back, the left half runs the ball.

(Continued on page 54)



Diag. 9





Defensive Drills

by GORDON LEBOWITZ



MOST high school basketball teams seem to have tossed defense to the winds.

Schoolboy scores in the 50's and 60's are commonplace today, while colleges frequently hit the 80's and 90's.

After observing most of the top-flight teams in Madison Square Garden the past few years, I am convinced that most coaches are either ignorant of or completely indifferent to defense.

A good team must have a degree of balance between offense and defense. A high-scoring five without a good defense may win a lot of games by astronomical scores, but it always runs the risk of being knocked off when its sets shots, fast breaks and prayerful one-handers are not hitting.

The trouble with beginners is that they're largely offense-minded. Watch them when they're on their own during informal practice sessions. The bucket men will work on pivot shots by the hour. The set-shot artists will drill tirelessly at their specialty, while others will practice foul shots, dribbles or lay-ups.

You will seldom see a boy consciously practice defense.

Another potent factor in the backsliding of the defensive arts is the wide popularity of the zone defense. Man-to-man defense has suffered because of the zone. Zone teams pick up many faults which are transferred to the man-to-man.

As a result, most teams using more than one type of defense become proficient in neither. It is very rare to see a schoolboy team which plays both a zone and a man-to-man well.

Professional teams do not use the zone at all. The play-for-pay boys must earn their points against players who know every trick of the trade.

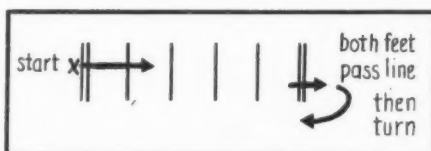
I firmly believe that in training beginning players, a coach should aim to develop correct habits and

skills in individual (man-to-man) defense, and that he should spend a proportionate amount of time on this defensive work.

Here are a number of drills which have been used successfully in developing good defensive players.

Drill 1, Defensive Stance. Use a boxer's stance with a wide base. Spread hands and arms apart, bend knees slightly and keep eyes on opponent's knees, since they tip off his movements.

From this stance, have the boys shadow box, stressing perfect balance at all times. Then have the boys move on commands such as slide, advance, retreat, right slide, or left slide.

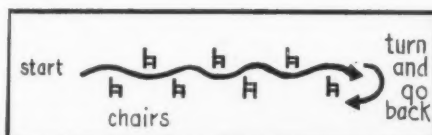


Sideward Running Drill

Drill 2, Sideways Running Races. Have the boys run sideways without crossing their feet. Emphasize the competitive angle by running winners against winners.

Drill 3, Sideways Running Test. Draw about five lines on the floor, 15 feet apart. Then have the boys run sideways over the course. See how many lines they can cross in 15 seconds. Both feet must pass the last line before a boy can change direction and come back. Comparative scores can be kept and norms developed.

Drill 4, Backwards Running Races. The player should tip his weight slightly forward and keep his feet well apart in order to

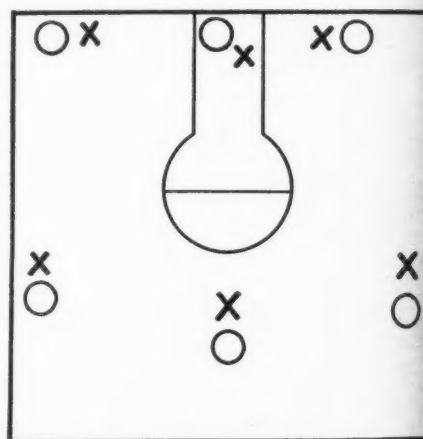


Peripheral Vision Drill

After playing varsity basketball under Nat Holman at C.C.N.Y. from 1926-28, Gordon Lebowitz served some time with the pros, then turned to schoolboy coaching. At Eastern District High School, Brooklyn, N. Y., where he now serves as chairman of the health and physical education department, his teams have amassed 112 victories and 32 defeats in nine years.

change direction quickly, if necessary. This drill can be used as a conditioner for sprint races. Impress the players with the fact that good defensive players can run backwards nearly as fast as they can forwards.

Drill 5, Peripheral Vision. Place two lines of chairs rather close together and have the players run sidewise between them without knocking any of them over. Occasionally have two players start from opposite directions so that they must slide back or forth to avoid bumping each other.



Boxing-Out Drill

Drill 6, Boxing-Out Situations (One-on-One). The offensive player runs around the court, stopping at key spots. The guard then assumes the correct defensive position. He must box out his man, giving him only one direction to cut.

Drill 7, Rebounding. Two forwards and two guards assume positions on either side of the free-throw circle. A shooter in the back court then starts firing away. The

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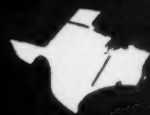
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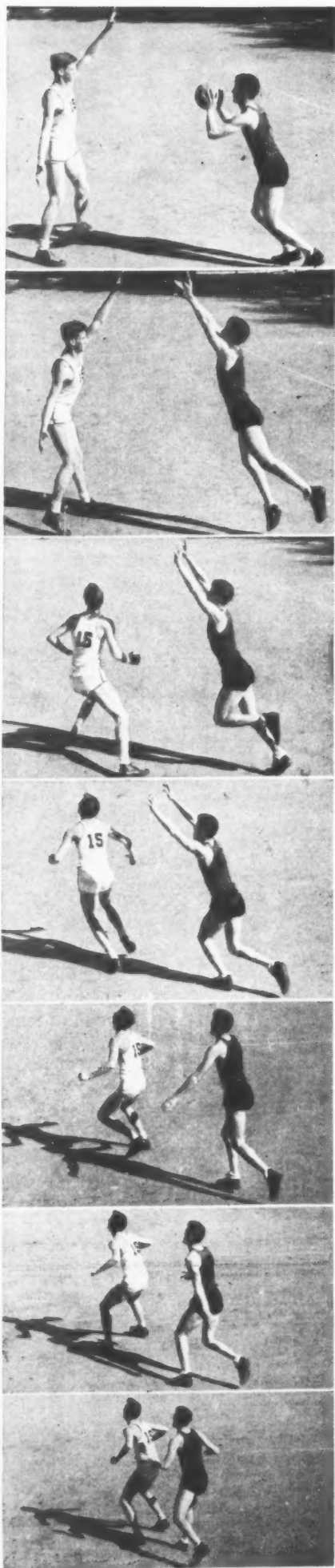
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forwards and guards drive in for the rebound. Each retrieve counts one point for the retriever.

Drill 8, Use of Hands. An offensive player stops with the ball at various parts of the court. The guard then indicates how he would use his arms and hands.

Drill 9, One-on-Two. Two offensive men come down the court guarded by one defensive player. Repeat, using three-on-two.

Drill 10, Dribble Defense. A defensive man tries to stop a dribbler from scoring or throwing up a shot.

Drill 11, Back-Bounce Play. Players line up as shown in the diagram. The front guard charges, and the back man picks up the first offensive player to cut. Set up the play and practice.

Drill 12, Fast Break.

Drill 13, Switching. Set up all types of screens and have the defense switch.

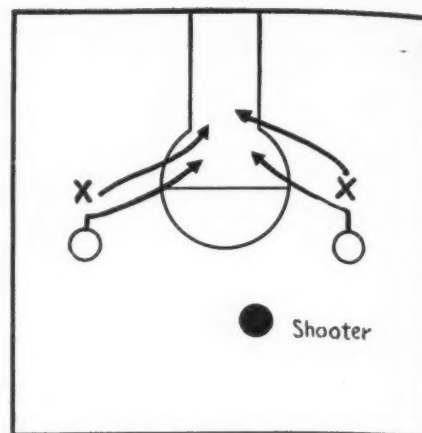
DEFENSIVE DONT'S

Here are some things not to do on defense:

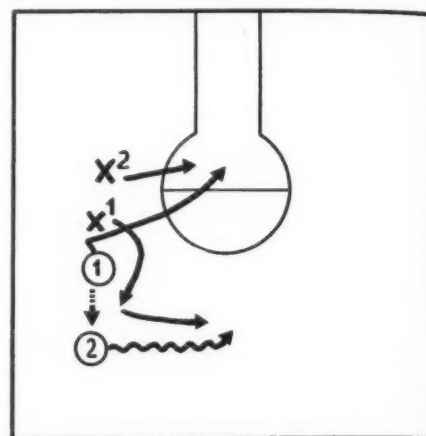
1. Don't take eyes off opponent to follow ball.
2. Don't leave feet except to recover a rebound.
3. Don't cross feet or lose balance.
4. Don't gamble on stealing ball and leaving man free.
5. Don't let man get a step ahead in breaking for basket.
6. Don't bump into or block off a teammate.
7. Don't switch unless absolutely necessary.
8. Don't give a man more than one way to cut.
9. Don't lag in getting back on defense.
10. Don't try to stop a dribbler by standing still and taking swipe at ball.
11. Don't get trapped by a screen without switching.
12. Don't shift the responsibility of guarding your man onto teammates.
13. Don't give man more than one yard leeway.

BOXING A MAN OUT

After an offensive player shoots, the guard should not ignore him. Many defensive men turn and watch the flight of the ball, thus allowing a smart opponent to slip around him and charge in for the rebound. Good guards screen the shooter's direct path to the basket. As shown in the pictures, they turn in the shooter's path and run in front of him, maintaining the favorable inside position. The offensive player, hence, to follow up his shot, must take the long road around the guard.



Rebound Drill

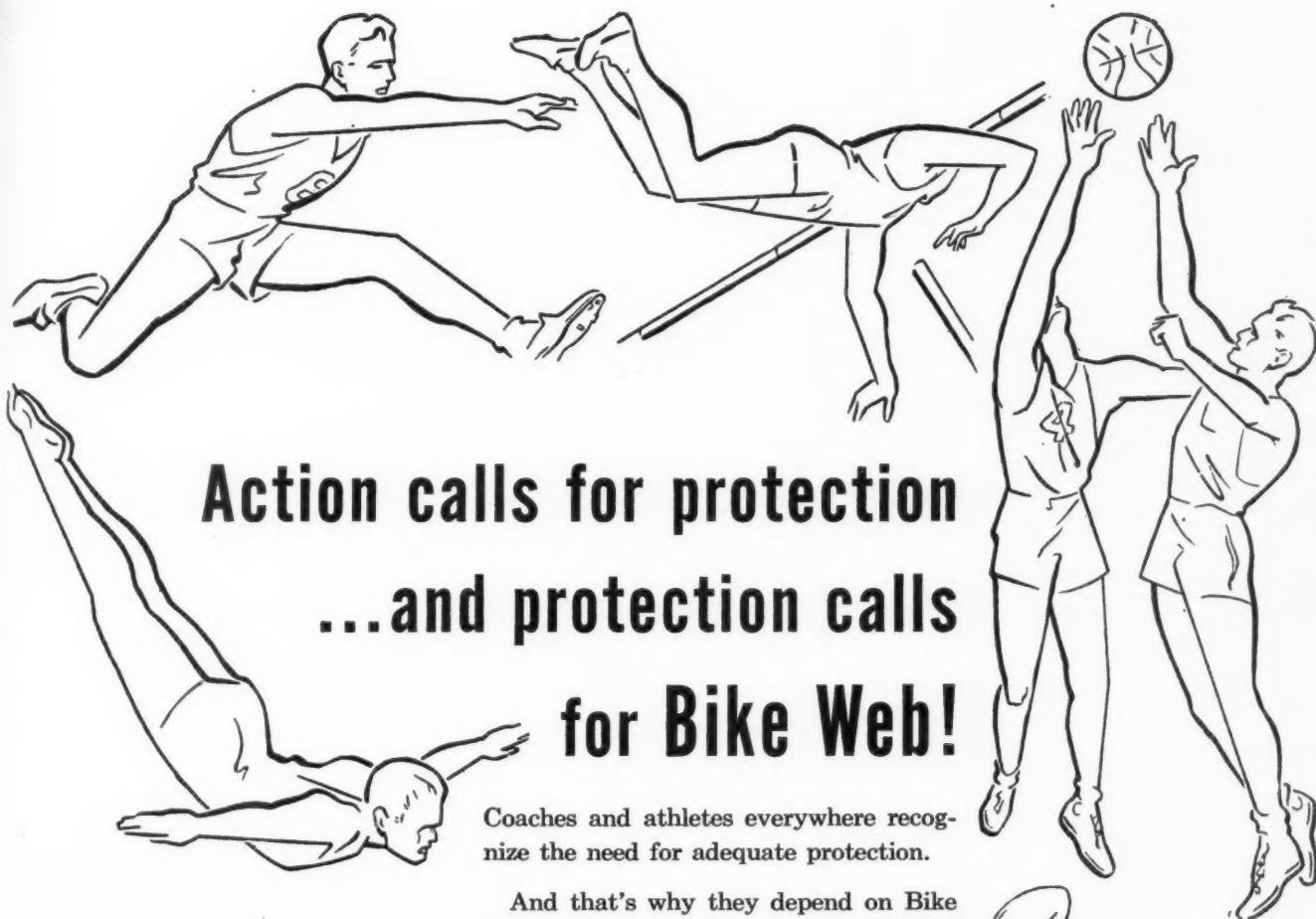


Back-Bounce Play Defense

14. Don't neglect importance of using hands and arms on defense, and pointing out opponent.

DEFENSIVE DO'S

1. Stay between man and basket.
2. Box out man so that he can only go one way.
3. Hustle back to mid-court on defense when you have lost ball.
4. Pick up man by pointing to him and yelling.
5. Develop peripheral vision. Learn to see what is going on at sides without taking eyes off opponent.
6. Anticipate switches.
7. Switch only when you have to.
8. Size up opponent's individual stock in trade early in game. Take advantage of his offensive mistakes.
9. Use hands and arms to advantage to block a pass or shot.
10. Keep proper balance at all times.
11. Anticipate a pivot man's shift and go with him before he turns.
12. Be ready to change direction without crossing feet.
13. Keep running with dribbler, try to force him to center of court.
14. Box out man under the boards and use triangle principle to team up on recovering rebounds.
15. Try to match men on defense.



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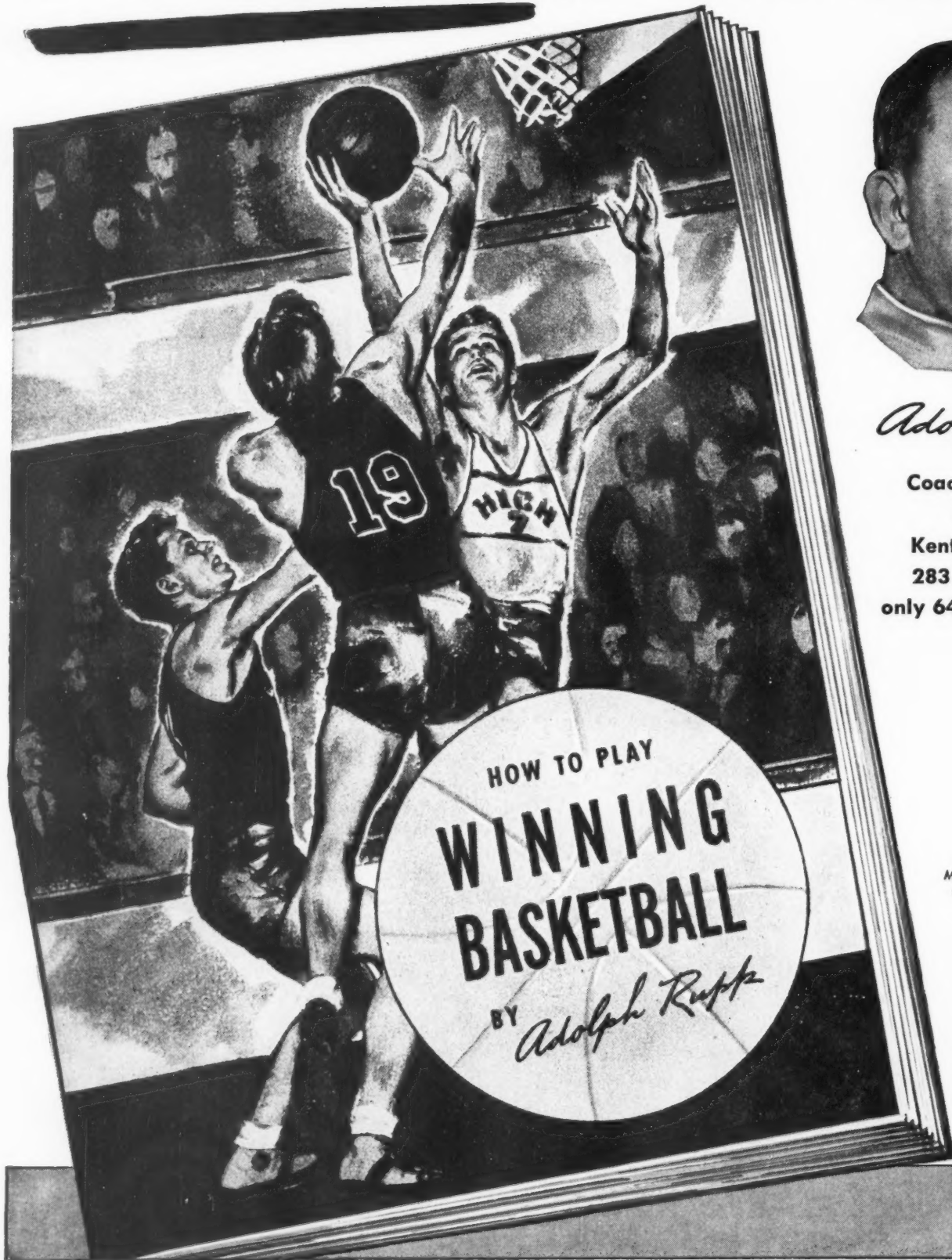
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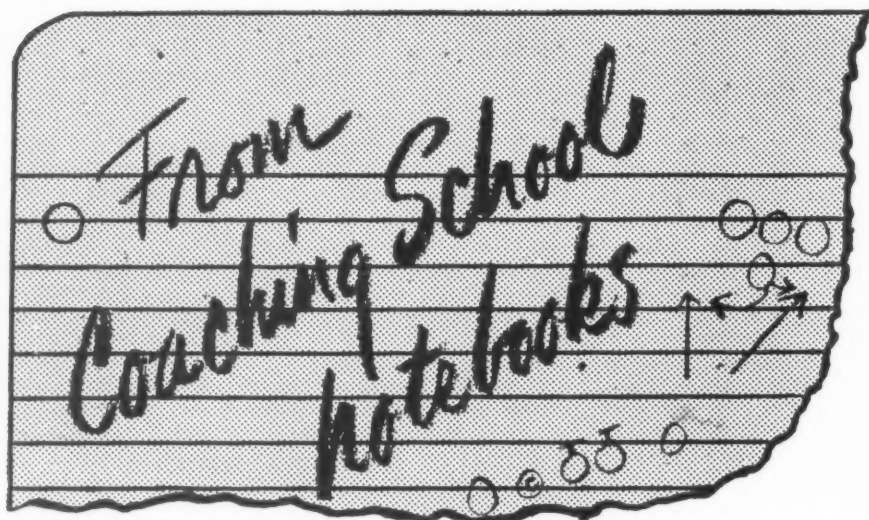
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RAY MEYER

Reported by W. A. Dudley
Riverside (Ill.) High School



AT the hugely successful summer clinic sponsored by the Illinois Coaches Association, coaches Ray Meyer of De Paul and Harold Olsen of Ohio State (now a director of the new national professional basketball league) presented a series of straightforward, highly informative lectures on their systems and methods of basketball coaching.

De Paul, asserted Coach Meyer, starts every practice with a one-against-one drill. The offensive player tries to score against his opponent, using every means at his disposal.

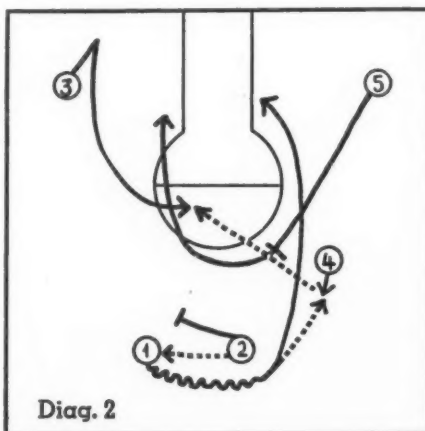
The boys are taught to stay low and wide when they fake, forcing the guard to respond or be lost. When starting a dribble, the player rolls his inside shoulder down and dribbles with his outside hand. The inside hand is dropped for further protection of the ball.

After this one-on-one practice, Meyer places a pivot man on the floor with no one guarding him. Now the offensive man can shoot, fake

and dribble, or pass to the pivot.

If he feeds the pivot, he is expected to run his man into him. Occasionally, the guard will run behind the pivot, in which case the offensive player must step back and shoot over the post.

From here, Meyer takes his players into two-on-two situations at the side of the court, with the pivot still merely serving as a feeder. The two offensive men practice various maneuvers predicated on back-court screens. (For the types of plays practiced, refer to players 1, 2 and 5 in the accompanying diagrams.)



One thing stressed at De Paul is that the screen must come from behind to be most effective.

After practicing the two-man plays on both sides of the court, Meyer moves the two men more toward the middle, in front of the pivot man. His offense is so constructed that any man may play any of the positions in the pattern. As a rule, however, the two back men, 1 and 2, are the guards, 3 and 4 are the forwards, and 5 is the center.

Having had the squad practice offensively on a one- and two-man

basis, the De Paul coach is now ready to field five offensive men. The center is deployed on the side of the court for practice on coming into the free-throw area to meet the ball.

It is obvious, from the drills, that whoever feeds the ball to the pivot or forwards is the play-maker.

In **Diag. 1**—a drill pattern—for instance, 1 passes to 2, then screens for him as 2 dribbles across. No. 3 comes up to meet the pass from 2, then whips to the center, 5, coming into the middle.

After the pass, 3 steps forward and screens X2. No. 2 cuts down the outside, and 3 breaks across the middle as a second cutter. No. 4 cuts off 3 as a third cutter. The first man open gets the ball.

Another variation of the five-man practice offense is shown in **Diag. 2**. No. 2 passes to 1 and screens so that the receiver may dribble behind him and pass to 4.

No. 1 delays until 4 passes to 3, while 5 moves up to put the second screen on X1, as 1 cuts down the outside. After making the pick-off, 5 cuts across the middle.

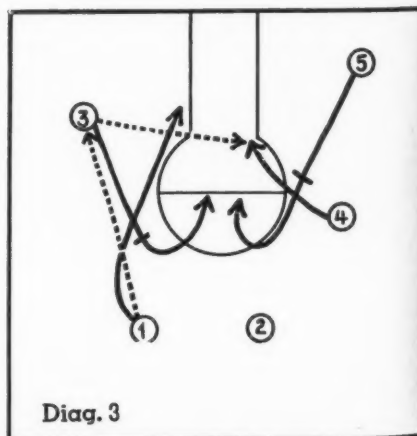
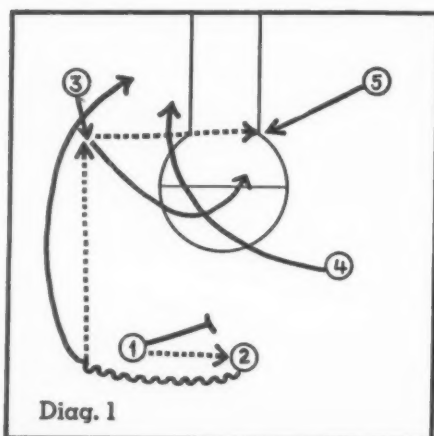
The center, 5, does not have to play the same corner every time. He usually goes into the corner on the side on which he comes down the floor.

The plays work the same from both sides. The center does not always break into the middle for the ball, either. Sometimes he breaks as shown in **Diag. 3**, where 1 passes to 3 and 3 flips to 4 breaking into the middle.

The same offensive moves follow, with 3 screening for 1, who breaks down the side. No. 3 then cuts over the middle and 5 comes across.

It should be noted that if either 3, 4 or 5 has a short man guarding him, he may work himself into the pivot position, thus getting a short guard in the middle. Meyer also tells his players that the way to free themselves for a pass is to get in

(Continued on page 22)





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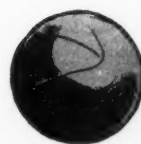
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close to their man, fake and break out.

Meyer usually runs through this offense a half hour a night to develop ball-handling and habit. After progressing this far, he is ready to work on the offense to be used in games.

He puts five men on the court. From a stationary start, they start working on the patterns learned at the beginning of practice. Then they go into the pattern shown in **Diag. 4**, in which 2 passes to 5, then screens for 4, who cuts across the middle. No. 2 rolls for the basket and 3 cuts past 4.

Using the same set-up, 2, in **Diag. 5**, makes the initial pass to 5, then picks off X1. After 1 breaks up the middle, 2 rolls off X1 and also cuts through the middle. No. 3 slices across the center off 2, while 4 drops back for defense.



After giving each individual the ball and explaining some of the possibilities he has, Meyer begins his weaving-type offense. Shown in **Diag. 6**, it starts with 2 passing to 1 and screening for him, as 1 dribbles behind. No. 2 then continues to the corner to screen for 3, who comes out. No. 1 passes to 4, who whips to 5 on the pivot. No. 4 then picks off X1 as 1 cuts down the middle.

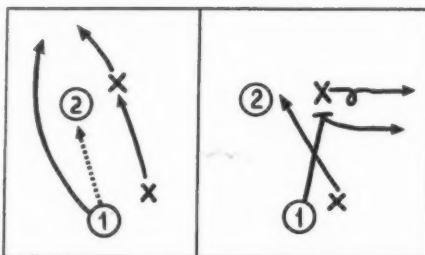
No. 4 then breaks down the middle and 2, in the corner after screening for 3, becomes the third cutter.

Meyer incorporates into his weaving offense the same principles he teaches his boys at the beginning of each practice (two-on-two at the sides and in the middle). The spots remain the same, but the men and the ball move according to the demands of the pattern.

The De Paul coach teaches defense right along with his offense, starting with one-on-one and two-on-two. In his one-on-one drills, he wants the defensive man to respond to fakes by retreating backward and sideward, keeping one hand up and one down.

If the defensive man is weak going one way or the other, he may play slightly heavy to his weak side, thus forcing the opponent to go to his strong side.

After playing one-on-one, Meyer goes on to two-on-two at the side of the court and starts work on switching man-to-man tactics.



In the accompanying diagram, for example, 1 passes to 2 and races to the outside. X2 calls "Switch!" and takes 1, while X1 switches to 2. The back man always calls the switch or stick, since he is in better position to see the play.

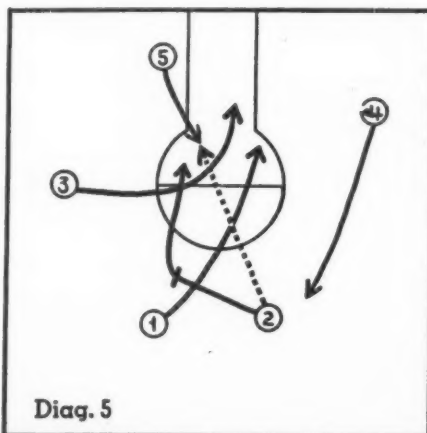
If 1 blocks X2, X1 goes with him until X2 calls the switch. Since X2 is blocked, he must turn the opposite way from which he is picked off and go for the basket. If he turns the wrong way, he will trail his man to the basket.

After practicing two-on-two on the sides, Meyer has his boys reverse roles, the guards becoming forwards and vice versa.

Before setting up his five-man defense, Meyer tells his boys to keep talking it up and point out their men. He doesn't assign men on defense. The first two men back pick up the first two offensive men. The center takes his own man, while the last two men back pick up the last two offensive men.

This type defense is necessitated by the fact that the De Paul offense weaves and the players change positions. Hence, any forward or guard may be in the back court when the ball is lost.

Before the game, however, Meyer points out the weaknesses and



strengths of the opponents so that every one of his players takes the floor with a thorough knowledge of enemy personnel.

The De Paul coach paid special tribute to his great all-American, George Mikan. Mikan's greatest asset, averred Meyer, was his willingness to learn and work. He practiced early and stayed late. He jumped rope, shadow-boxed and punched a bag before practice.

Then, when practice started, he worked on fundamentals over and over again until he had mastered them. His hands and feet became coordinated and he began to move through hard drilling.

De Paul used to pass Mike the ball and make him shoot with either hand night after night until his shot rolled off his fingertips soft and high onto the board. They taught him to pivot by holding the ball in both hands and bringing it around high and away from the body. As the ball reached shoulder level, he took the leading hand off and began to lead interference for the shot. Mikan became a master at this with either hand.



After this, they put a defensive man on him, and had him fake and shoot incessantly. He began to improve in feinting and shooting.

Then, to break the monotony of practice, they would have him stand under the basket while they would shoot, making him jump up and bat away the ball. This improved his timing and jumping.

Next, Mike would go on one side of the basket and Meyer on the other. Meyer passed the ball over the hoop and Mike jumped and tipped it in. Through this, he acquired the feel of the ball.

He also acquired the fine timing that made him a master at tip-ins and rebound retrieves.

Mikan became a great player not only because of his height but mostly because he wanted to. He worked hard for everything he achieved.

(Continued on page 24)

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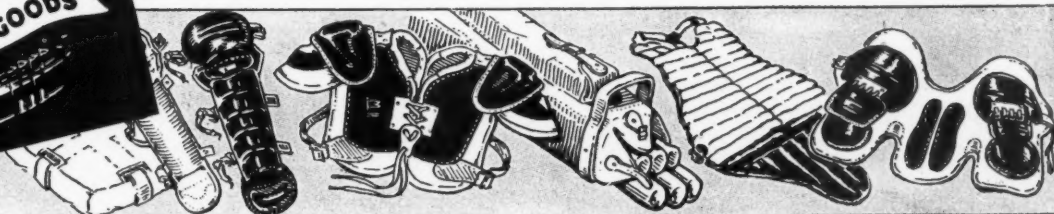
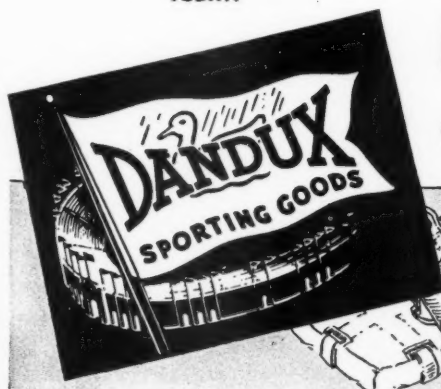
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HAROLD OLSEN



OLSEN'S preference on defense is the man-to-man. To play that kind of defense successfully, every individual must know three ABC's—proper position, which Olsen considers 90% of defense, proper stance, and "staying on the floor."

The defensive player takes a position which enables him, first, to watch the ball and, second, to watch his man out of the corner of his eye. He keeps between his man and the basket, as close to the man as he deems safe. The distance depends on the opponent's speed, shiftiness and proximity to the ball and basket.

The defensive stance is firm, wide and balanced. When moving after a man, the guard shifts in boxer fashion, never crossing his feet unless an outright run is demanded. Olsen teaches his boys to glide along with the ball, and never to stab at it at the expense of losing position.

By "staying on the floor," the Ohio State coach simply means not being faked into jumping into the air and thus being irretrievably pulled out of position.

Olsen makes definite assignments on defense. While he prefers his boys to stick to their assigned men, they are taught to switch in screen situations. The switch is called by the player whose man is doing the screening.

In one-on-one drills, the boys are taught to watch their men with peripheral vision and keep both eyes on the ball. This makes for many intercepted passes. One-on-one and two-on-two drills, coupled with fakes, pivots and inside

Hook Pass Feed

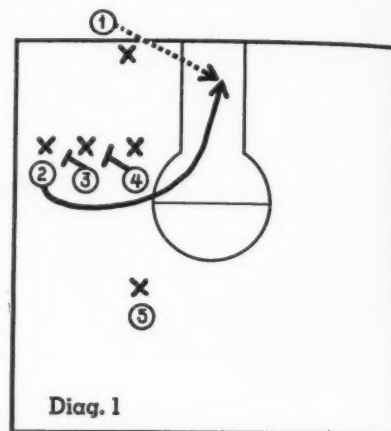
An unusual but nevertheless beautiful exploitation of the hook pass is demonstrated here by the offensive player. Noticing a teammate free on the side, he wants to get the ball through but is being played too well by his guard, who is between him and the receiver with his arm to the side.

Ingenuity is the order and the ball-handler responds with a fake bounce pass. He steps forward with his left foot and actually starts whipping the ball, but, just before the release, "kills" the pass with his left hand.

The guard, fooled, drops his left hand. The ball-handler then quickly carries the ball beyond his head, leans back a little for leverage and hooks the ball beautifully over his guard's head.

screens, are used in practice to sharpen both offense and defense.

The practice schedule starts each day with informal shooting. The players then shoot 50 free throws. A day-by-day record is kept for each man. The boys don't take their 50 throws in a continuous action. After every few throws, they step off the line to simulate game conditions.



Diag. 1

Olsen teaches a "mechanical free throw." This is an extremely simple movement employing the larger muscle groups rather than the finer muscular coordinations, thus making for greater accuracy.

The boy places his feet about 18 inches apart and holds the ball at the sides with the fingertips. The arms are stiff on the address. A pendulum action from the shoulders brings the ball down, with the arms still stiff and the knees bent slightly.

The wrists are broken slightly at the bottom of the pendulum swing, while the body is kept erect, head up and heels always on the floor. The arms come back in the pendulum motion, and a slight spin is imparted the ball as it leaves the hands.

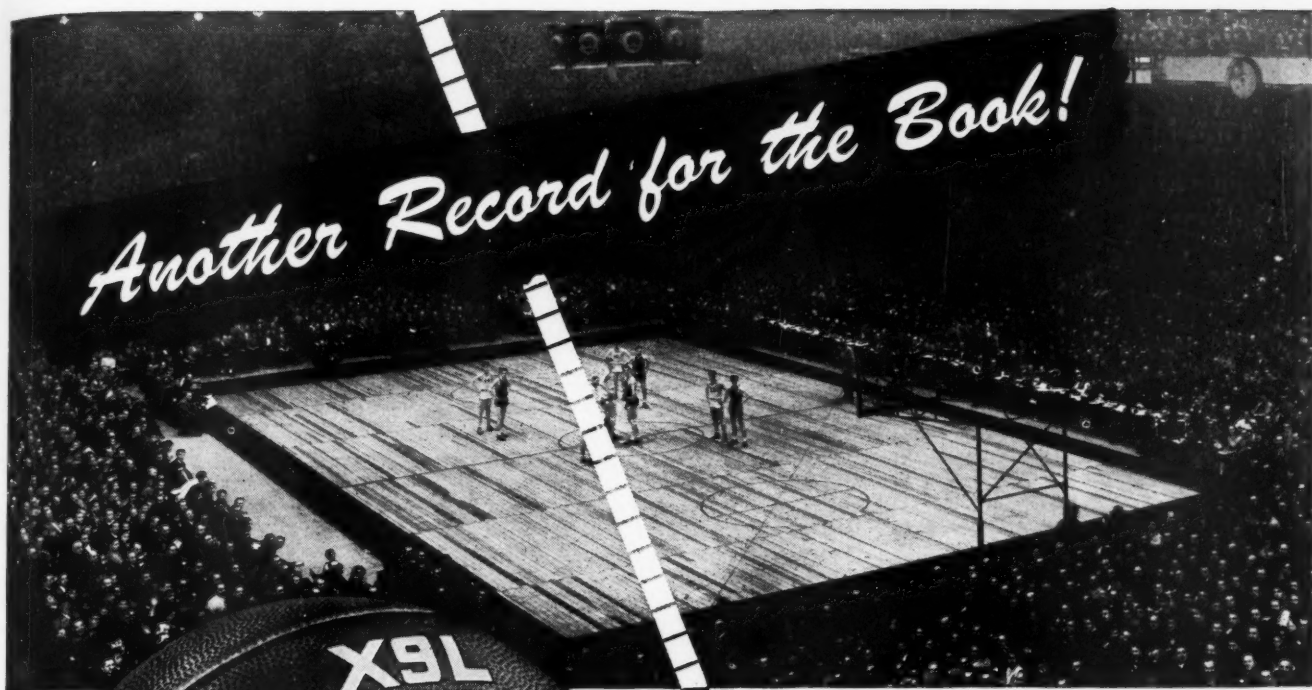
Following this informal shooting and free throwing, Olsen gives his squad a series of body-balance drills, including deep knee bends, side shifts, boxer's step on command, and hook-pass drills.

The accompanying diagrams illustrate a number of out-of-bounds plays which the Buckeyes have used with considerable success.

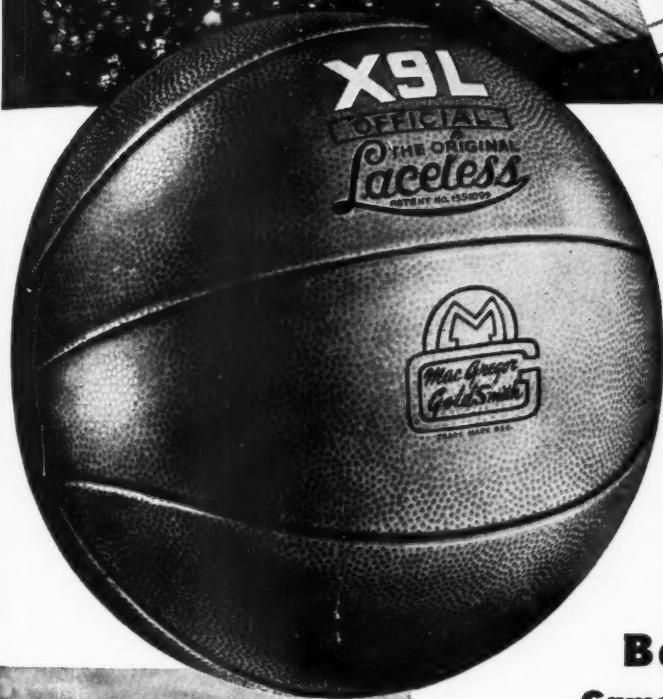
In **Diag. 1**, player 1 takes the ball out on the end line. Nos. 2, 3 and 4 line up three feet apart about eight feet in from the end line. At a signal 4 charges forward to his left to set up a screen on X3. No. 3 does the same on X2.

No. 2 pivots to the outside and cuts for the hoop for the pass from 1. No. 5 is the safety outlet.

In **Diag. 2**, the players line up in
(Continued on page 26)



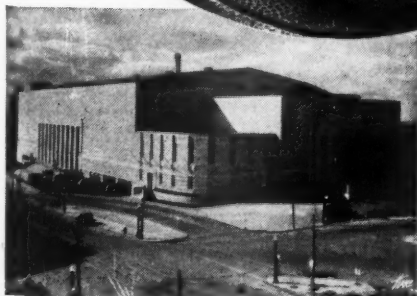
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(Continued from page 24)

the same formation. At a signal, 2 and 4 converge in front of X3 to prevent him from coming through, as 3 drops back several feet for a pass from 1 and a quick set shot.

In **Diag. 3**, players 2 and 3 line up parallel to each other (as shown) about eight feet apart. Nos. 4 and 5 line up the same way about 10 feet behind.

At a signal, 2 goes over to screen X3, and 3 cuts to the left. Meanwhile 5 screens X4 and 4 cuts for the hoop. No. 1 passes to whichever man is open.

Diag. 4 outlines an out-of-bounds play from the side. After 2 comes up behind X1, 1 passes to 3 and cuts for the basket. No. 5 screens X4 and 4 cuts down the weak side. If 1 doesn't shake loose, the ball is whipped to 4.

As a variation, 1 may fake to the basket and scoot around 3 for a return pass and layup.

OFFICIALS CLINIC

Reported by Ray Hanson
Western Illinois State Teachers

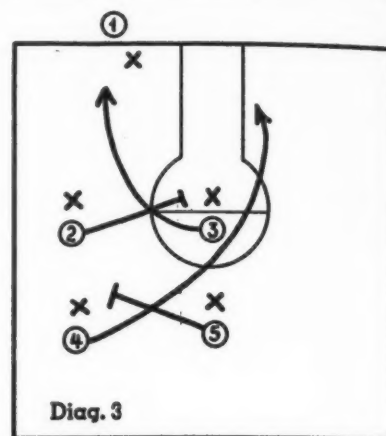
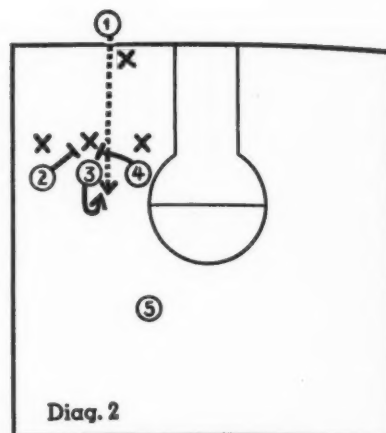
ABOUT 300 men and women athletic officials at the Illinois Officials Clinic sponsored by the Western Illinois State Teachers College heard an impressive array of authorities discourse on the finer points of basketball and football officiating.

Ben Rush, who has officially timed nearly 1,500 school and college contests, conducted a symposium on timing. Vail Morgan, with 18 years experience in the scoring of basketball games, elaborated on the scoring end of officiating; while the more detailed points of whistle tooting were clarified by such well-known officials as Nick Kearns, Brick Young, Ronald Gibbs, T. O. White, and M. F. Sprunger, assistant executive-secretary of the Illinois State High School Athletic Association.

The basketball arbiters brought out the point that a wide variety in the interpretation of the rules still exists, and that something should be done in the interests of standardization. This cannot be done, they said, until the officials from each section obtain representation on the rules committee.

Many factors go into the make-up of competent basketball officials. A man must be both mentally and physically qualified to call all the split-second decisions that continually arise.

Therefore, before the season gets underway, every official should be



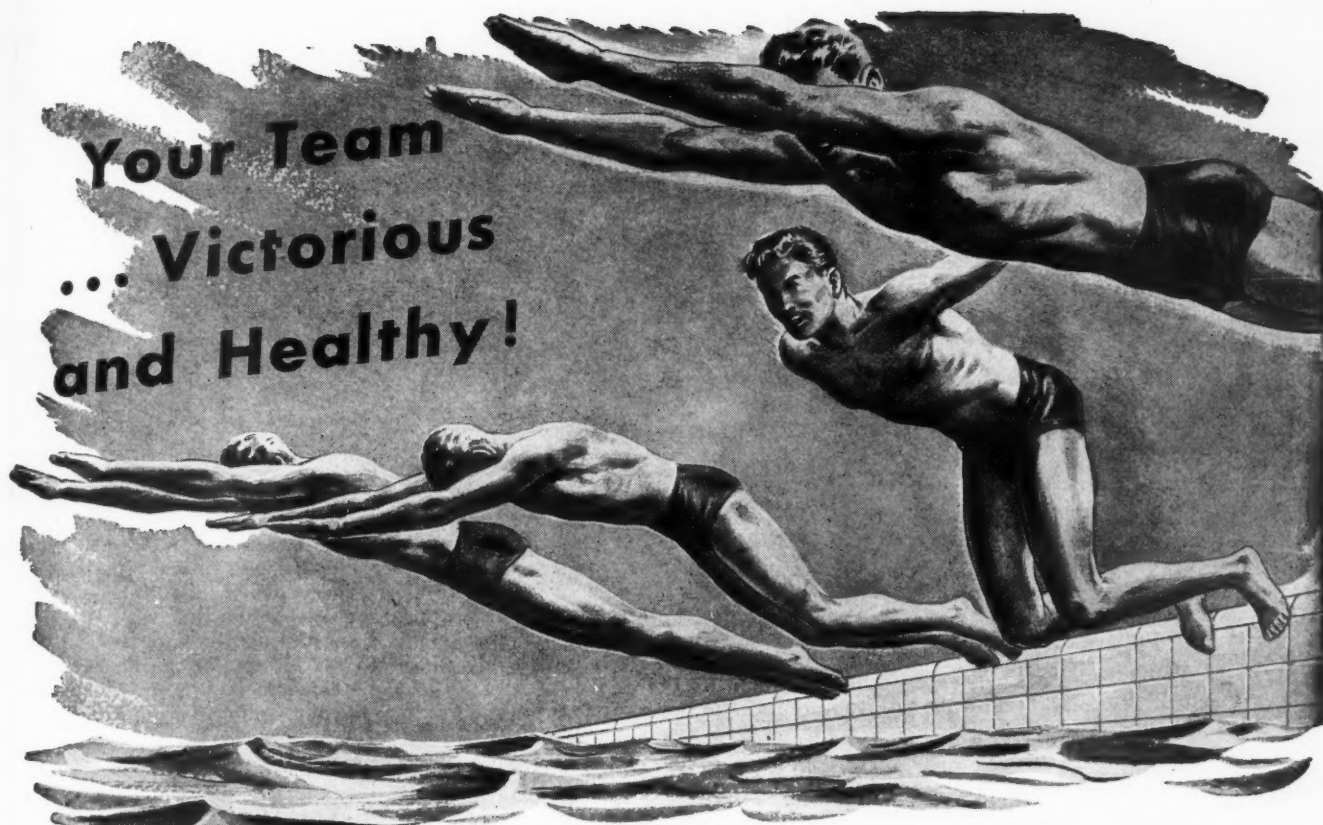
subjected to (1) a physical exam to determine whether he is fit to keep up with the game, and (2) a mental exam to determine whether he is capable of rendering the necessary decisions. This last exam should also include questions pertinent to personality and psychology.

"Guts" is a vital prerequisite. It takes plenty of courage to blow the whistle in the middle of hot, closely contested games. The official who can't do it confidently would be much better off to put his whistle away and take up some other trade.

Along the same line is the factor of decisiveness. When the official calls a play, he should be precise—call the foul, take the ball to the free-throw line and get the ball into action again just as soon as possible.

(Continued on page 28)

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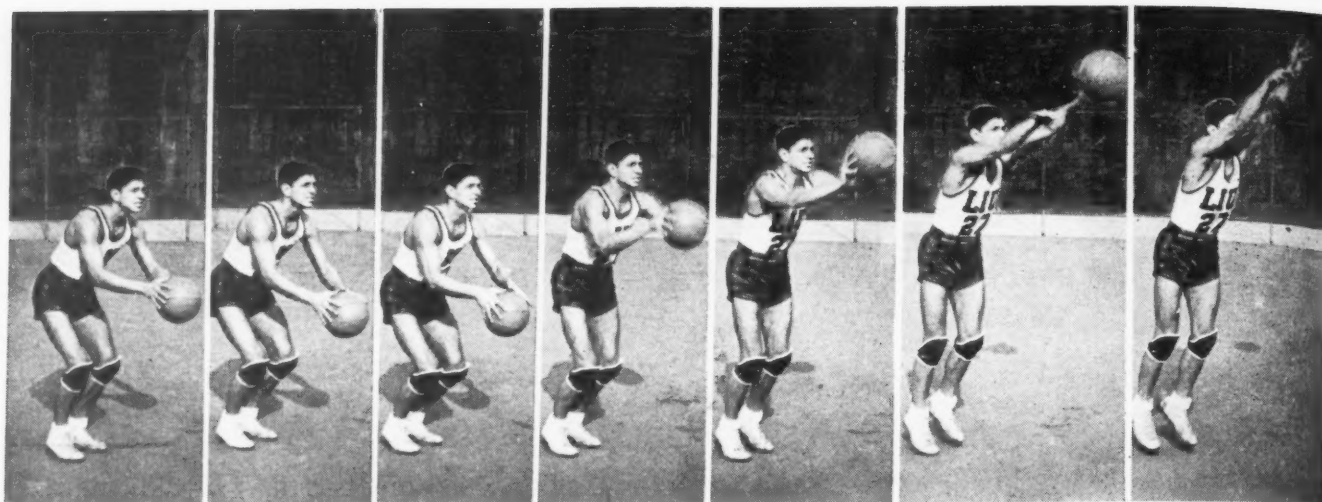
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sible. It is not necessary to explain why, when or where.

Common sense goes hand in hand with precision. A good official will always come on the floor neatly dressed in a clean, well-pressed, well-tailored outfit. A ragged official has two strikes on him before he even tosses up the ball for the tip-off.

Another thing to remember is that spectators go to a game to see the players, not the officials. The arbiters should stay in the background. There is no need for them to appear until about five minutes before game time. At the half, they should retire to the dressing room and stay there until the second half is ready to begin.

While the game is in progress, they should make their calls as unobtrusively as possible. Showboating and histrionics are in bad taste. The official's job is to call everything he sees and to keep the game moving—he should leave acting to the professionals.

Another outstanding point brought out at the clinic is that officials should work just a limited number of games. Some men work too much, making it impossible for them to give their best in every game. If they were paid properly for their work, it wouldn't be necessary for them to work so often. They would be fresh for every game and they would do a better job.

High school leagues should do away with the practice of coaches trading officiating assignments with one another. It is quite commonplace for Coach A to employ Coach B for most of his games, and Coach B to retaliate by employing Coach A for most of the officiating on his schedule.

Let's give the officials a break with representation on the rules committee, more pay and better working conditions. Let's also have a set of standards for officials to

SET SHOT: From a slightly crouched position with the feet fairly close together on a line, the weight over the balls of the feet and the eyes trained on the front ring, the shooter extends his arms so that the forearms are parallel to the ground. The fingers are spread naturally along the back side of the ball with the pads of the fingers (not the palms) exercising the grip control. The shooter does not drop the ball for the release. He merely bends his knees, then brings the ball up and releases it with a wrist flip that furnishes reverse-english. The feet leave the ground and the arms follow through after the shot, palms facing the basket.

meet before qualifying as registered officials. This type of cooperation will lead to better basketball all over the country for players and spectators alike.

BLAIR GULLION

Reported by Walter H. Hellmann
Roger Ludlowe H.S., Fairfield, Conn.



WILY Blair Gullion, well known for his Tennessee and Cornell quintets, is now ensconced at the University of Connecticut where, during the past summer coaching school session, he revealed the *modus operandi* of his famed double-pivot system.

While Gullion's double pivot is a set offense, it is not stereotyped. Even after a play has begun, there are many options to allow for individual initiative.

The team sets up its formation

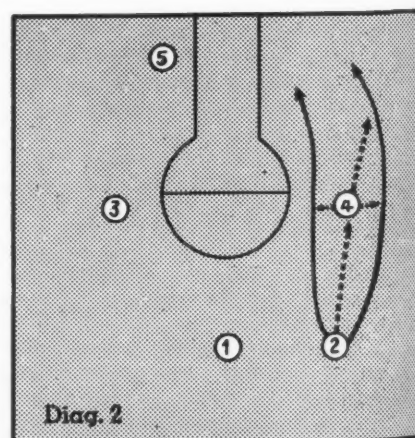
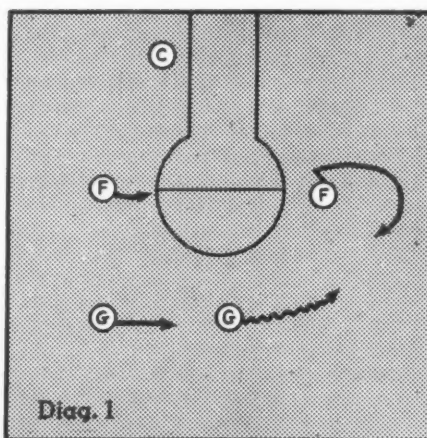
with the center near the basket and each forward on his own side near the edge of the free-throw line. The guards play opposite each other and may exchange sides in maneuvering the ball for a play set-up.

When the ball comes to one side, the forward on that side slides away from the free-throw line towards the sideline. This places him in better position to cut toward the pass and to set up sideline screens. This is shown in **Diag. 1**.

Diag. 2 illustrates several possibilities after 2 passes into 4. He may cut to either side of the receiver, who sets up an inside or outside screen, for a direct return pass or an overhead or rear bounce pass.

If these plays are not feasible, the receiver, 4, usually goes into a three-man weave with 3 and 2, who goes to the right corner after his cut. During the weave, 5 may move out near the foul circle to serve as

(Concluded on page 46)



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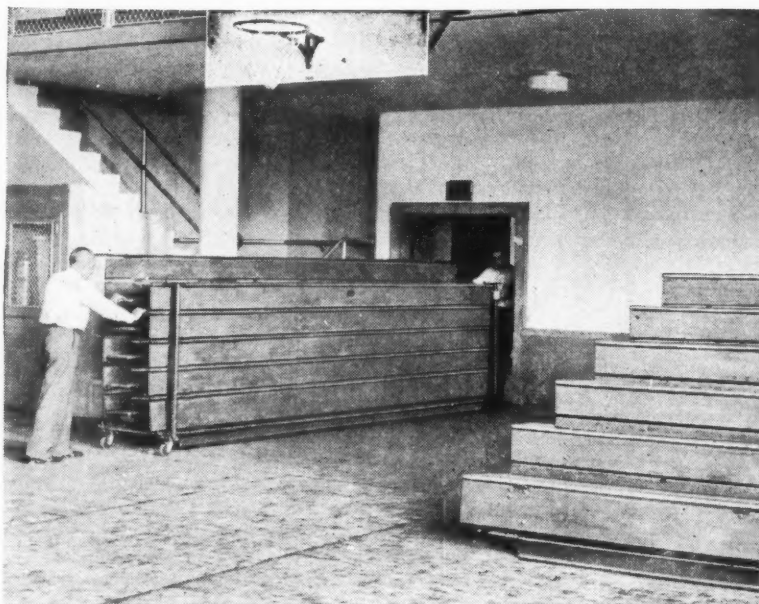
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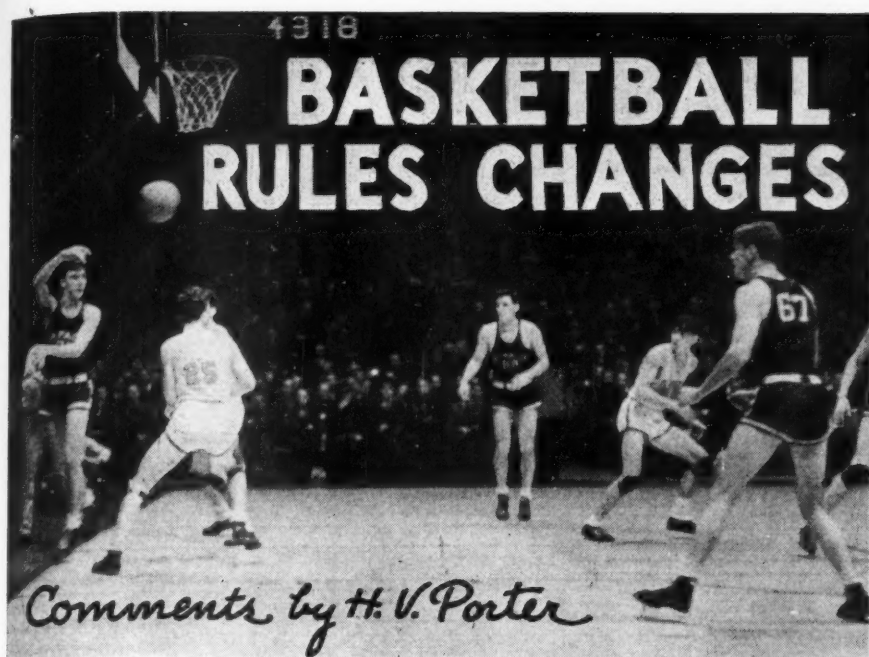
- The champion has these three; he possesses full coordination of mind and muscle
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THE changes in the basketball code for 1946-47 are briefly outlined on the inside front cover of the rules book and on pages 31, 32 and 34. Here are a few supplementary comments.

1. **Transparent backboards** are now legal, but their use is not encouraged except where many seats are located behind the goals.

When transparent boards are employed, a target should be marked behind the ring in the shape of a rectangle 24 inches wide and 18 inches high (measured to the outside and marked by 2-inch lines).

It is also customary to mark a border around the boundaries. This border need not be more than 3 inches in width. As far as target colors are concerned, none is prescribed and it is assumed that some experimentation will be done with white, orange and red. In future years, it may be desirable to specify a single color.

2. **After the last-period official's intermission** (and in each extra period), the clock will be stopped each time the ball becomes dead. There are several reasons for this.

In the past, it was common practice for the trailing team to rush in a substitute or to call time-out after every dead ball in order to kill the clock. This led to considerable confusion in the last couple of minutes. Stopping the clock will remove the cause for this confusion.

Another reason for stopping the clock is to remove the dilemma officials found themselves in when players were slow coming up to the spot of a held or outside ball. When the clock continued to run during such dead balls, the official was always in a quandary as to how much a player could abuse the timing rule before being penalized by a technical foul.

As far as the timer is concerned, his task will probably be easier than in the past. He merely stops the clock each time the ball becomes dead. This means each time the whistle is blown

and after successful field goals.

It will not be necessary for officials to change their habits provided they always chop time in whenever the ball is put into play by a throw-in. In the past, they were instructed to chop time in whenever the clock was to be started with a throw-in. This can just as well be done on each throw-in, regardless of whether the clock is stopped or is running.

3. After the last-period official's intermission, the rules now prescribe that a **player may not enter after withdrawing for the second time**. In actual practice, this rule will seldom be evoked since it is rarely feasible to withdraw a player twice in this short period of time.

4. **The pivot rights** of a player are slightly more liberal than in the past. One step in the interest of simplification has been made. If a player comes to a legal stop after receiving the ball, and if his step is made with a jump movement so that neither foot is in advance of the other, such a player is permitted to use either foot as the pivot.

In the past, the player did not have any pivot-foot rights if he came to such a stop on the two-count.

There is one common situation in which the modified rule may have some influence. It is not unusual for a player in his free-throw lane to receive the ball while going away from his basket. He often comes to a stop.

Even though this jump stop is made on the count of two, he now has the following definite rights. He may use his left foot as the pivot foot, swing his right foot in a forward (away from his basket) and sidewise step while turning toward the basket. He may then go up in the air and deliver the ball. The only requirement is that the ball leave his hand before his left (pivot) foot again touches the floor.

5. There is a slight change in the wording of the restriction on **throwing ball to the back court**. The rule still

states that the team in control shall not cause the ball to go from front court to back court, but a new exception is added (in the note) to make it legal for a player who is out of bounds to roll or bounce the ball from front court to back court. Last year, the only exception was for certain returns after a jump ball.

6. Two sections of the rules have been made much more specific than in past years. They are Section 12 of Rule 5 and Section 2 of Rule 7.

Section 12 outlines how the ball shall be put in play. Aside from the fact that this section probably belongs to Rule 6, the new statement is an improvement. Its primary purpose is to call attention to all cases in which the ball is put in play and to cover the situation in which the ball becomes dead at a time when neither team is in control.

Such a situation exists when time expires for a period while the ball is in the air on a try for goal or when there is a loose ball which is not in possession of either team. In all such cases, the ball is put in play in the restraining circle nearest where the ball became dead.

Rule 7-2 outlines how and where the ball shall go into play after it goes out of bounds in situations where there is doubt as to who caused it to go out. In all cases, the ball is brought to the inbounds spot, i.e., 6 feet from a boundary.

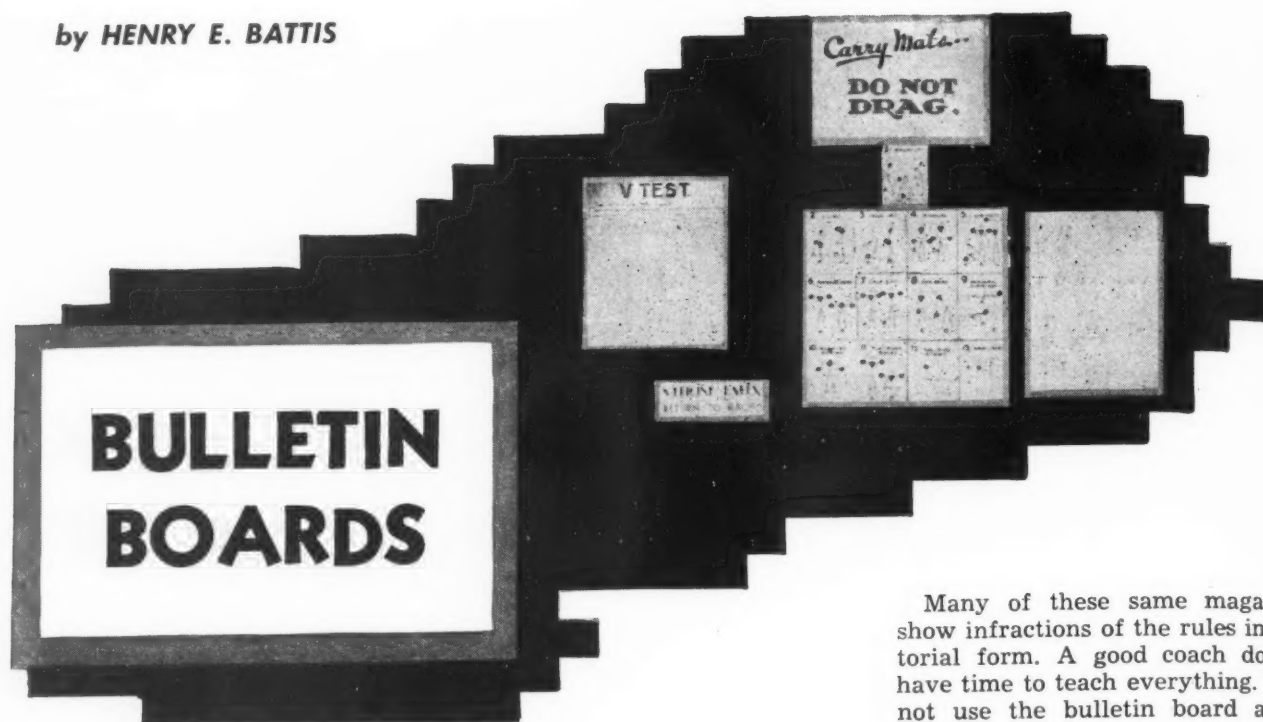
This is in harmony with what is done in other out-of-bounds situations in which there is no doubt as to who caused it to go out. It is not the position of the player that determines the spot where the ball shall go into play. Rather, it is the position where the ball crossed the plane of the boundary before being declared out of bounds because of touching something out of bounds.

7. The rule concerning **continuous motion** is slightly more liberal than last year. This is because of a slight rewording of the note under 10-7. Last year the "continuous motion" provision applied only to the situation where an opponent fouled a thrower. This year's rule applies to a foul by any one of the 5 opponents of a thrower.

Also, the last sentence is slightly more liberal. The official has considerable discretionary authority in determining what constitutes continuous motion and what constitutes the starting of a throw for goal. Usually, the section has been applied only to arm movements, but the trend is in the direction of extending this to cover any body motion which can reasonably be considered a part of a throw for goal and continuing action may also include any part of the body.

An official has full authority to take into consideration a step which accompanies arm movement started before the foul. However, he does not have authority to include a succeeding step which accompanies a new arm movement and which would constitute a new throwing motion.

by HENRY E. BATTIS



Henry E. Battis, head of the physical education department in Middleboro (Mass.) High School, and Joseph C. Kunces, superintendent of playgrounds for Middleboro, offer a few ideas on the full exploitation of bulletin boards.

WHILE every physical education teacher, intramural director and playground supervisor believe that bulletin boards can be used effectively in motivating their programs, many of them do not make much effort to put this idea into actual practice.

Some gymnasias and playgrounds do not have a single bulletin board. And in many gymnasias and locker rooms which do have boards, the physical education teachers look upon them indifferently and do not make much use of them. Only occasionally is material of importance placed on them. Very often the material is kept up so long that even the ardent students and players start forgetting to look at the boards.

In many gymnasias and locker rooms, the bulletin boards are placed in dark corners or in some other inconspicuous locations. On the playgrounds, they are often placed in out-of-the-way spots, too far away to be useful. And if this weren't enough, many times the boards are too small to be used effectively.

Bulletin boards are commonly made of cork, soft wood, or some other solid material into which tacks or pins may be easily pushed. Many boards are attached to the wall so that they cannot be moved. Other boards, to save space, have

hinges enabling the frames to open and fold like the pages of a book. In some locker rooms, a narrow bulletin board extends along the top of the built-in lockers.

The types of material which may be displayed on the board are almost unlimited. The possibilities include clippings from local and metropolitan papers of varsity games, league standings, games to be played, future opponents' scores, sportwriters' comments on your team and teams you are to play, cartoons, and, finally, pictures.

Human beings, especially children and teen-agers, like to see their names in print.

Coaches will find foul-shooting records and batting averages great stimuli for improvement of foul shooting and batting. Post-game comments on individual play and teamwork will also take on new importance, especially if the material is left on the bulletin board where the player may study it prior to the next practice session.

Posters stressing good health habits, sportsmanship and team play can be obtained by merely writing for them. Free bulletins and pamphlets that "pour" into the physical director's office can now be resurrected from the waste basket and given a place of prominence, that is, after being carefully examined.

Many magazines and professional journals contain pictures of football, basketball, baseball, and track skills. These certainly should be used, especially if the coach has had difficulty in making a point clear.

Many of these same magazines show infractions of the rules in pictorial form. A good coach doesn't have time to teach everything. Why not use the bulletin board as an unpaid "assistant"?

In the field of intramural sports, the bulletin board is indispensable. In many schools, the intramural program is directed by one person. Therefore, the bulletin board must serve the function of communication and motivation, for one person cannot be everywhere at once. A central meeting place, consequently, becomes a *must* in making announcements.

Interest in the program may also be maintained by posting the schedule, league standings, outstanding player of the day, personal records, and newspaper clippings of the games. Here student assistance may be used. With a "go-getter" committee on the job, your bulletin board will key the activity of the intramural league.

The more people who sincerely participate in an activity, the greater the interest. This may be your solution to get that kid with polio interested in something. He can now keep the bulletin board up-to-date and, thereby, become an active member of the intramural group.

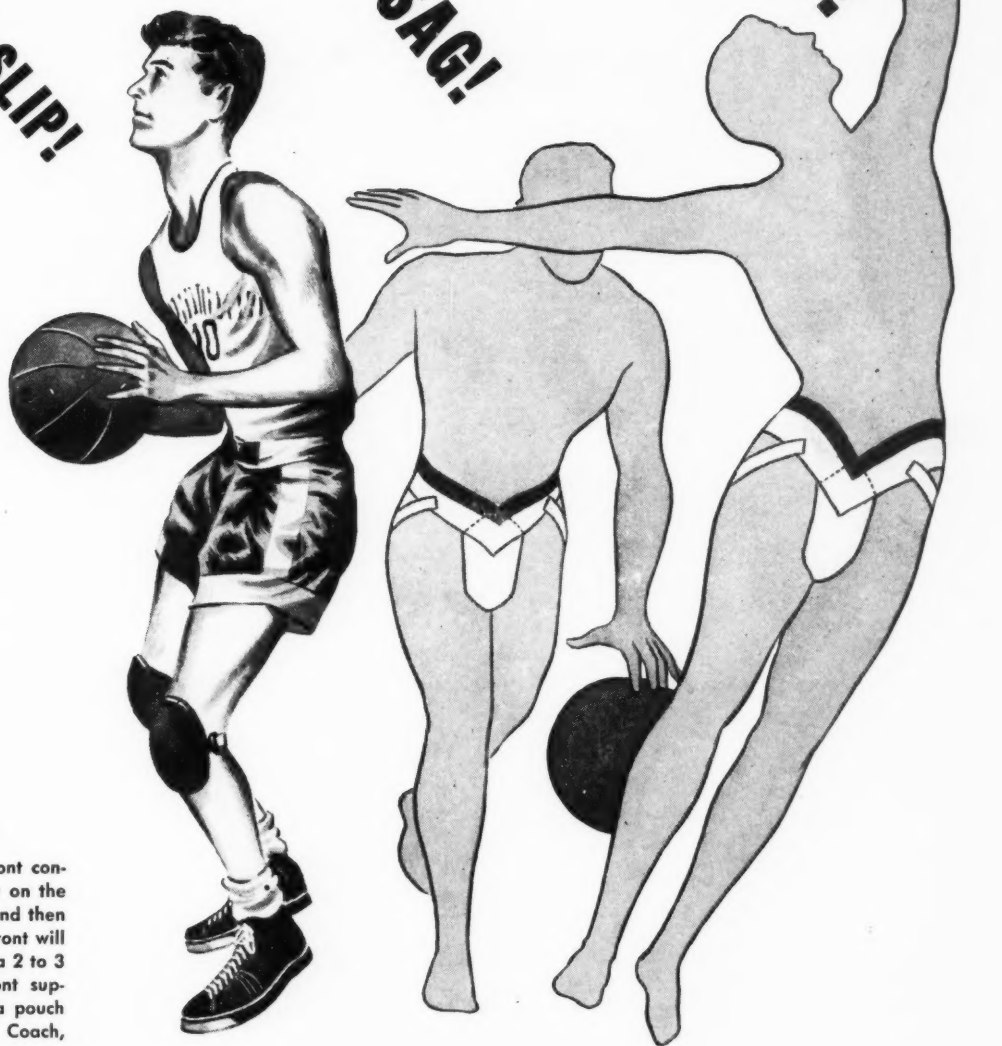
Certainly, the potentialities of the bulletin board are unlimited: An instructor should never think of one way, but of several ways of exploiting it.

A word of caution, however. DON'T make the mistake of using your bulletin board for a catch-all—a flat-surfaced waste basket. Keep your bulletin board neat, and constantly change the items. A board with the latest news and items of interest is a board that will always attract attention. Attention, in turn, creates interest and interest is motivation.

NO SLIP!

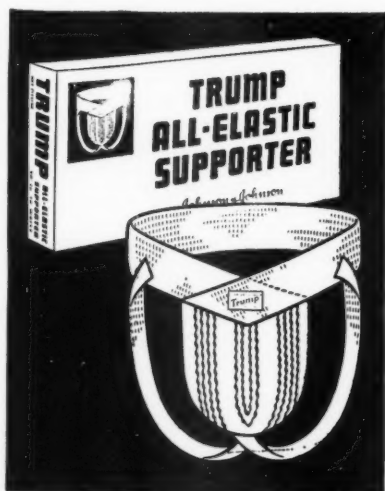
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Johnson & Johnson

by ARTHUR LUSTIG

Better Basketball Officiating



Arthur Lustig, baseball and football coach at Weequahic High School, Newark, N. J., offers a standardized set of procedures designed by a number of New Jersey officials to improve basketball officiating.

OFFICIALS, being human, do not always agree on every play. After blowing their whistles simultaneously, they often make different calls. Such incidents, while perfectly understandable, frequently give spectators the impression that the officials do not know their business.

To minimize such incidents, the officiating fraternity should adopt a standardized set of procedures which would govern the conduct of officials no matter with whom or where they work.

A number of such procedures follow. It is hoped that officials, coaches and others interested in better officiating will communicate with the writer and add to these suggestions.

1. *Officials should work together.* The attitude of the two officials should be one of cooperation to assure a nicely worked game. The point of interest should be the game, not the officials.

2. *Each official announces his own decisions.* Officials should avoid trying to show up each other. When one man blows his whistle, the other should let him call the decision. Some officials are always trying to steal the crowd's attention by calling out the infractions no matter who blew the whistle on the play.

3. *Don't reverse the other man's decision* unless you too have blown on the same play, and you feel certain you were in better position to see the play clearly.

4. *Don't call plays in the other man's territory.* Show your respect for the official by refraining from decisions on plays which occur within his territory. Exceptions to this rule should be made only after an

obvious foul or violation has occurred in the other man's territory, and he has failed to call it. His vision is often obscured by the other players, and to permit an infraction to go uncalled would be poor officiating.

Such a decision obviously must be called a bit late, but too much time should not elapse between the infraction and the whistle. Calling a play several seconds after it has occurred causes confusion. On the other hand, it is better to have both officials miss minor infractions than to have one blowing his whistle under the other's nose.

5. *Nearest official should call the play.* When two officials blow their whistles on the same play, the one nearest the play should be allowed to make his decision first. Theoretically, he should be in better position to see the play. Abide by his decision unless you are certain you saw the play the other way.

EXCHANGE GLANCES

In deciding who calls the play, it is usual for the man in front to call the plays on his side and near the basket, while the trailing man decides on plays nearer the center line or those on his side. An exchange of glances is all the officials need to determine who is going to call the decision.

6. *Use fingers to indicate the players' numbers.* A uniform method of indicating the number of a fouling player should be adopted. A show of fingers seems to be most common. If the number is 54, show five fingers, pause, then show four fingers. Of course the official nearer the scorer's table can relay the message if there is any doubt.

7. *Procedure on fouls.*

(a) When a foul is called, the official should raise his arm high over head to stop the clock.

(b) The official should point to both fouler and shooter, thus enabling the other official to determine who is to shoot the foul. Too often the correct shooter is lost in the mixup. Wherever possible, the official who did not blow should assume the responsibility of taking the shooter to the foul line.

(c) Withhold the ball from the foul shooter, until the official who has called the play clearly indicates to all, the fouler, the shooter and the number of shots to be taken.

(d) Further withhold play until both officials are in position and all players are properly stationed at the foul line.

8. *Jump balls.* When the trailing official is handling a jump ball in the foul circle to his left, the other official should take a position directly opposite and be prepared to follow the ball on a fast break. In other words, he must be ready to cover the territory of the official who is handling the jump ball.

A system of hand signs between the officials should be used to indicate when both have recovered their normal positions, the jump ball official waving the other back to his own post after he has recovered.

9. *Time outs.* After a time out, the official handling the ball should check first to see that the other official is ready. Conversely, the other man should be ready to nod his assent, indicating he is ready and that the players in his territory are ready for play to resume.

This procedure is particularly helpful on out-of-bounds plays, the team in possession taking the ball at the far end of the court, as after a goal. The leading official, i.e., the one in the front court, should get the assent of the captain of the defending team if he is nearer to him than to the other official.

(Concluded on page 40)

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10. *Request for information.* It is not necessary for both officials to go to the scorer's table to get the time, number of personals, etc. Official nearest the table should be ready to do this if requested.

11. *Sideline coaching.* During a time out, the officials should take posts near the opposing teams, each one covering the team nearest his side. They should get together only when matters pertinent to the game require discussion. An official standing near a team discourages coaching from the sideline or communication by the water boy.

12. *Coach contacts officials.* It is desirable for coaches to notify officials of their partners several days before the game. If both officials live in the same town, they may be able to travel together and cut down on transportation costs, talk over the game en route, etc.

13. *Captain's duties.* Coaches should instruct their captains to observe these two important points:

(a) At the beginning of a game, take instructions regarding court rules and official's instructions to the coach and players.

(b) After a time out, look towards the nearer official to indicate his team is ready to resume play.

T Attack

(Continued from page 10)

boys in the various positions so that each man learns to play at least two key positions.

While it is not my intent to sell the T, I believe the formation has great possibilities. On nights we can't outrun the defense, we will resort to the T.

I believe the T offers the following advantages:

1. The advanced pivot gives the back-court men a perfect target to pass to and cut around.

2. The two pivots can tie up two defensive men so that they won't be able to float or converge to help teammates in distress.

3. Greater opportunity is afforded the out-court men in exercising individual weapons.

4. The opening of the side court offers additional maneuvering area.

5. Gives the pivot men plenty of opportunity to attack the hoop with spinners and hooks.

6. The location of the pivot men brightens the rebounding picture.

7. Enables the coach to utilize the flexibility of a smaller man in the forward, or quarterback, pivot position.

8. Weakens the defense more than any other offensive formation

by the unusual alignment of the players.

9. Offers a good set-up from which to attack the zone defense.

10. Since most of the cutting is done around the advanced pivot, it eliminates the congestion caused by the usual side-court pivot type offense.

11. Since the defense will be reluctant about pressing the back-court men with so much room at the sides, the T increases the chances of getting off easy set shots from the back-court.

Here are some of the arguments which might be raised by the anti-T's:

1. It is tough to work the ball into the advanced pivot.

2. A receding defense can stop the drive-in attack without difficulty.

3. Two pivot men are less effective than one.

4. The back-court men may be easily stopped by a pressure defense, since they have no one to pass to on the sides.

5. The formation is unnatural and may hamper individual initiative.

6. By switching cleverly, the men guarding the pivots may pick up any cutters coming down the middle.

In rebuttal, the following is offered. The quarterback, or foul-line pivot, can be fed effectively if the back-court men will keep moving as they should. A figure-eight is very effective in this situation and should be used as a regular part of the offensive pattern.

It is true that a receding defense can stop any kind of driving offense, but the threat of a good set-shooting game will bring them out again. The three back-court players must be trained and encouraged to set from outside in order to keep the defense honest.

No offense in modern basketball is complete without the constant threat of the long or medium set shot.

The fast break is a fine offense, but it must be complemented with a more deliberate pattern. There are too many ways of stopping the fast break. When that happens, you should be able to fall back on a slower, pre-conceived attacking style.

On December 5, in Madison Square Garden, we will try to outwit Long Island University with the T formation. And before the season is over, the T will have been additionally tested against some of the nation's toughest teams. But, win or lose, in my book the T is "hot stuff."

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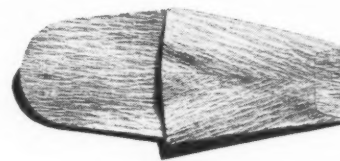
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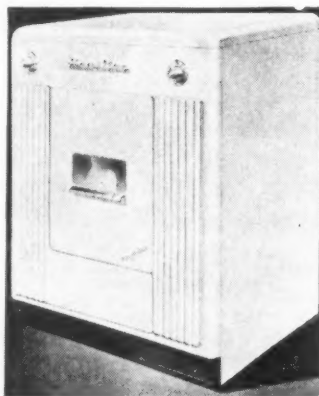
As a service to its readers, Scholastic Coach offers this periodic round-up of new sports equipment items. For further information—prices, addresses, etc.—write to: Scholastic Coach, New Equipment Dept., 220 E. 42 St., New York 17, N. Y.

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Portable Sound Unit. Wherever voice amplification is needed—pep rallies, assemblies, athletic fields—you'll find the Newcomb Audio Products Co.'s new portable sound unit always ready for instant action. Weighs only 39½ lbs. complete, compact, sturdy, economical in operation, efficient up to a half mile. Attractive case includes amplifier, battery and microphone inside, with loudspeaker mounted outside.

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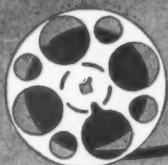
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Subject Taught No. of students in one class: Girls Boys



New Films for the Coach

TRIGGER HAPPY HARRY. Produced by the National Rifle Association of America. 16 mm., color, sound. Running time, 25 minutes. Purchase price, \$125 (special discount to accredited educational exhibitors). Rental, \$5.

HARRY is the epitome of gun-careless America. He is the man who shoots himself in the foot, who mistakes his hunting companion for a deer, whose child shoots a playmate with an "empty" gun, whom the newspapers so quaintly describe as having "shot himself while cleaning his gun."

Harry should live so long . . . but he does. At the end of the National Rifle Association's latest film on firearms safety, Harry continues to exist, through the grace of God and the miracles of the film industry . . . thoroughly chastened, humbled, and much the wiser for the experience. And in his backhanded way, he teaches some lessons which will benefit anyone who takes to the field or who may ever come in contact with a firearm.

Those lessons are in the form of five all-inclusive precepts of gun safety.

PLAY CHAMPIONSHIP BASKETBALL! Produced by Association Films in cooperation with the American Institute of Motion Pictures. Demonstrated by the Oklahoma A. & M. team. Six reels, 16 mm., sound. Running time, One Hour. \$1.50.

THE movie makers that gave you the six-reel grid epic, *West Point Championship Football*, are now offering another ambitious production—*Play Championship Basketball!*, a six-reel job analyzing every phase of basketball.

Demonstrated by the championship Oklahoma A. & M. five, under the direct supervision of Coach Hank Iba, the film is designed to improve the individual and team performance of both high school and college teams.

It can hardly miss. Photographed beautifully right in the Aggie gym, the six reels take the game apart and show you just how it is played.

The six reels cover:

Individual Offense: shooting, passing, dribbling, rebounding, screening, footwork, cutting, pivot play, and tapping.

Individual Defense: footwork, arm-work, stance, playing dribbler, rebounding, and guarding shooter.

Team Offense: quick break, slow break, offense against pressing de-

fense, double pivot, plays and variations.

Defensive Styles: man-to-man, zone, all-court press.

Drills: ball-handling, pivoting, dribbling, shooting, team offense, and passing.

Particularly recommended are the reels on team offense. The famous Aggie pivot offense is shown in minute detail, with all its tricky back-court screens, sharp cuts, and clever ball-handling on the pivot. Working around big Bob Kurland, the Aggie players run through their entire repertoire of plays, showing the basic plays and the various options.

Kurland is a revelation. The camera shows him to best advantage as a smart ball-handler, feeder and pivot shooter.

Slow motion, close-ups and unique camera angles are used for emphasis.

The entire series sells for \$150. A 10% discount will be allowed on orders placed by December 15, accompanied by a \$15 deposit. The deposit will be refunded to unsatisfied purchasers who return the film promptly.

SIMPLE STUNTS. Produced by Coronet Instructional Films under the supervision of Otto Ryser. 16 mm., sound. Running time, 10 minutes. Price: on black-and-white, \$45; in color, \$75.

GYM instructors looking for practical program material should immediately investigate this film, a 10-minute movie which offers a wonderful set of simple stunts for gym groups from intermediate through senior high grades.

These stunts require little or no equipment and lend themselves equally well to organized classes, clubs or informal groups.

The context is grouped under three classifications: Stunts for Strength, Stunts for Skill, and Stunts with Sticks (or wands). All in all, 22 stunts are exhibited.

The projection is faultless. The supervisor, Otto Ryser, of the University of Indiana physical education department, takes a group of eight teen-agers through the "mill." He passes among them showing them the

proper stance, correcting errors, demonstrating—in other words, doing the job of a good instructor.

The stunts themselves are unusually helpful and interesting, being aimed at the development of strength and neuromuscular ability. Many of the more complex stunts are graphically illustrated in slow-motion.

The photography is perfect and the narration terse and highly informative. It's a very neat package and we guarantee you'll like it.

SPORTBEAMS: Swimming, Diving and Tennis. Produced by Official Films, Inc. 16 mm., sound, one reel each. Running time, 12 minutes (each). \$25 per reel in black and white; \$75 per reel in color.

ROUNDING out the Official Films library of sports motion pictures (the football and basketball units were reviewed last month), are these five excellent films on swimming, diving and tennis.

Beautifully organized and projected into teaching sequences, they offer splendid aids to all school visual education departments.

Swimming for Beginners analyzes the basic fundamentals soundly and graphically. Fred Cady, U.S.C. and Olympics coach, takes a ten-year-old child through the paces, from the conquest of fear, to breathing, kicking, arm strokes, and coordinated deep-water swimming.

Advanced Swimming has Cady perfecting the style and strokes of the average swimmer. He corrects the common faults, and analyzes proper body alignment, arm action, leg action, breathing, and all the musts that make for championship performance.

Diving Fundamentals offers just about as perfect an exposition of diving skills as we have ever seen. Cady covers balance, coordination, rhythm and the basic fundamentals of the proper approach. He then delves into the different types of dives, stressing the importance of footwork, arm and leg action, and synchronization.

The narration in all of these films is handled superbly by Ken Carpenter.

The same high standards are maintained in the tennis films by the great Bill Tilden, who personally organized the context and who demonstrates and narrates the action.

In *Tennis for Beginners*, Bill meets a teen-age fan on the court and teaches him the rudiments of the game. Bill demonstrates grip, stroke, stance, backhand, forehand, follow

(Concluded on page 62)

Coaches seeking further information on any of the films in this department (prices, discounts, addresses, etc.) should write to: Scholastic Coach, New Films Dept., 220 E. 42 St., New York 17, N. Y.

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think of **"P-F"**

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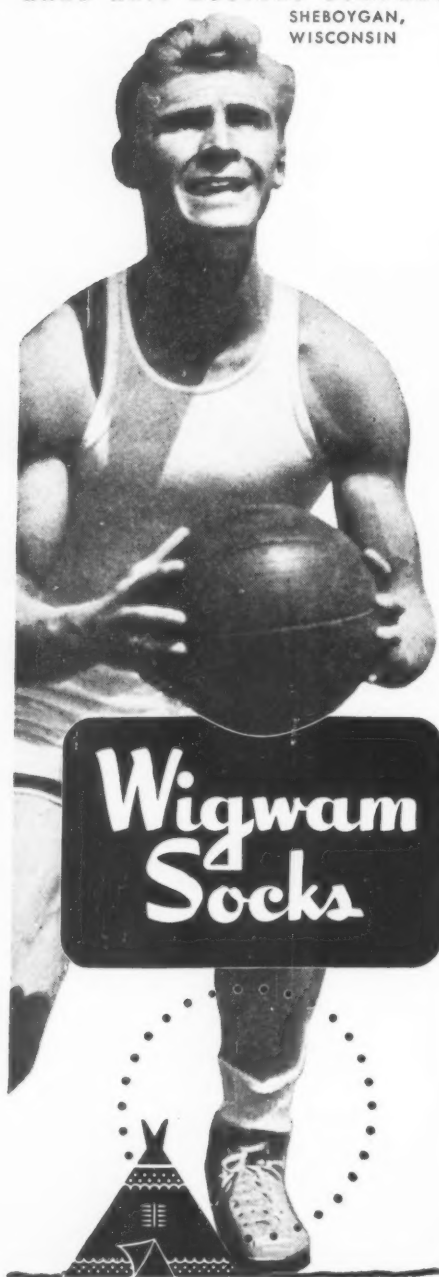
All wool cushioning, reinforced heels and toes, snug ribbed ankles.

Yes, choose socks carefully ...

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From Coaching School Notebooks

(Continued from page 28)

a screening post for the weavers (Diag. 3).

Another option, a pass into the pivot and a flip to the left forward (3), is shown in Diag. 4.

If 1 is a good set shot from around the foul circle, 4 may fake to 2, dribble, pivot and set up a screen-post for 1 to shoot over (Diag. 5).

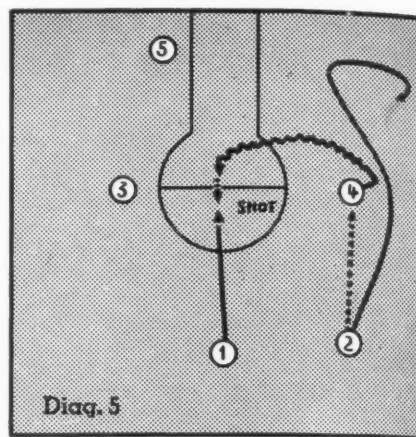
Diag. 6 outlines an inside screen which 1 sets up after passing to 3. No. 3 fakes to 1 going by and whips to 5. Meanwhile 1 reverses and cuts by 5 for a dribble and layup shot.

The double pivot is also effective against zone defenses, as shown in the last two diagrams.

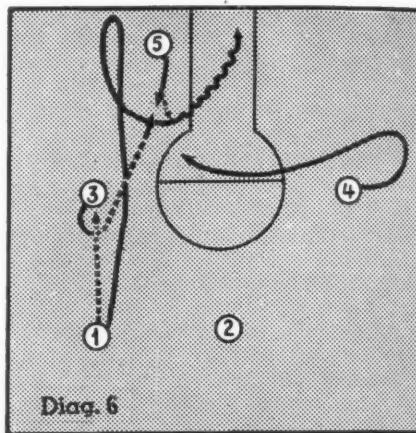
In Diag. 7, 1 passes to 3, as the center (5) slides around the zone defender. No. 3 then passes to 5, and cuts across the lane to screen off the other zone defender so that 4 can cut across the lane for a pass from 5 and a layup.

If the guard shifts to 4, No. 5 may pass to 1 on the side and set up a screen for the receiver to shoot over.

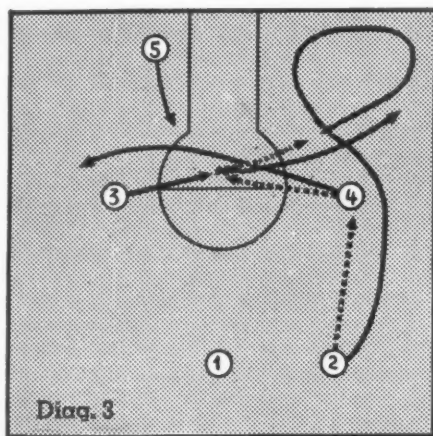
When the defense starts falling back to cover the close shots, the center may pass out to a guard for easy medium-range set shots (Diag. 8).



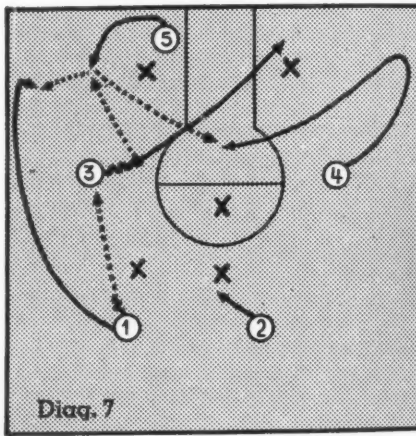
Diag. 5



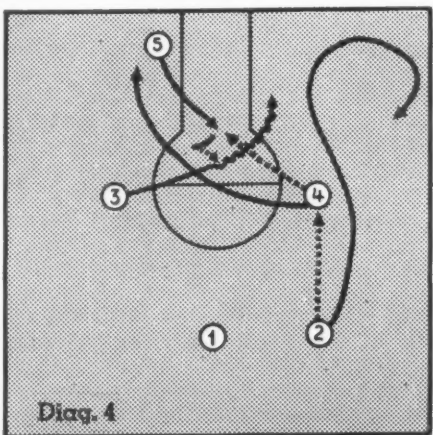
Diag. 6



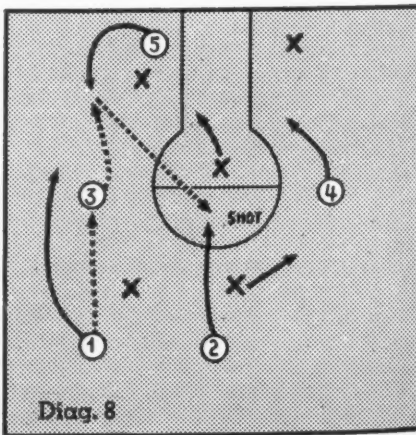
Diag. 3



Diag. 7



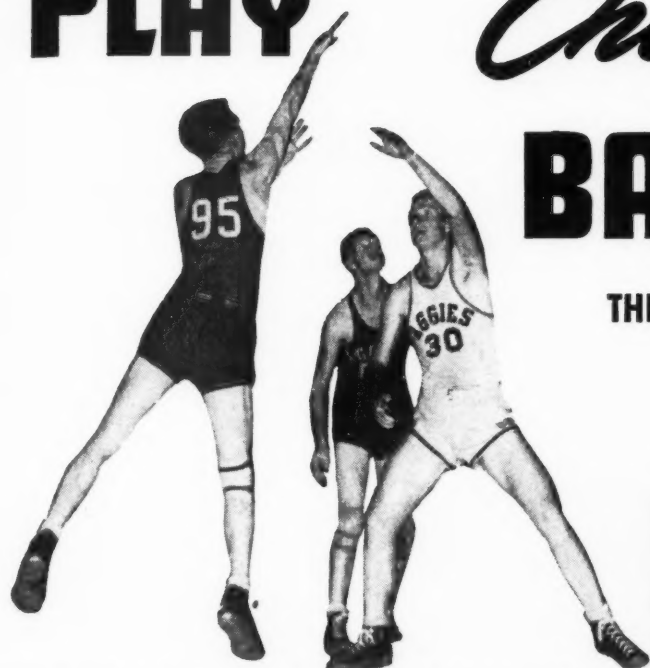
Diag. 4



Diag. 8

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YOUR PERSONAL HYGIENE COURSE

by DR. HENRY F. DONN

CLEANLINESS is a vital aspect of health and should play a conspicuous role in every classroom and gym program embracing personal hygiene.

Educators should not only inspire a respect for cleanliness, but should encourage the practice of cleanliness habits by providing adequate washing and shower facilities in the school plant.

Most high school boys are interested in this subject. They realize that cleanliness is essential to social and business success, health and comfort; and they are interested in learning all they can about it.

Every high school boy and girl should be taught the simple scientific approach toward this relatively easy hygienic practice.

SPECIFIC OBJECTIVES

Habits: All the habits that follow are desirable and within the scope of the average high school boy. Daily inspection by all teachers with intelligent follow-up and guidance, where necessary, will aid the student in the attainment of these objectives.

1. Take a cleansing bath with warm water at least once a week or more frequently when activities necessitate it.
2. Wash hands with soap and water before meals, after using the bathroom, and whenever they need washing.
3. Keep fingernails clean and trim at all times.
4. Keep hair clean, brushed or combed at all times.
5. Avoid self-medication and treatment in any skin irregularities.
6. Wear clean clothing at all times. Change socks daily and underclothing at least twice a week. Never wear another person's clothing.
7. Possess and use own comb, hair brush, nail brush, nail file or emory board, towel and wash rag.
8. Protect skin from undue exposure to cold or sun.

Attitudes are the manner in which the student receives experiences and attempts to make the worthwhile ones habitual. The following attitudes should be encouraged:

1. Appreciate the necessity for personal cleanliness in social and hygienic living.

This is the second of a series of articles by Dr. Henry F. Donn, physical education instructor and basketball coach at Weequahic High School, Newark, N. J.

2. Enjoy the feeling of being clean.

3. Approve the efforts of others in maintaining habits of cleanliness.

Knowledges: Encourage a thorough understanding of the following:

1. Understand the meaning of the words used in explaining the hygienic and social values of cleanliness.

2. Know the reasons for the practices recommended in this unit.

3. Understand the factors involved in attaining a healthy condition of the skin, hair and nails.

Care should be taken not to confuse the student with too much anatomy and physiology. While some information on these sciences is needed for an understanding of the basic practices of hygiene, such material is easily obtainable from any standard high school health text. Remember, hygiene deals specifically with the care of the body.

CONTENT MATERIAL

The method used in presenting this material rests with the individual teacher. Lectures, class discussion, visual aids, committee or individual reports, or any combination of the aforementioned are accepted techniques in the field of Health Instruction.

In most cases, the teacher will be guided by the available facilities in his own situation.

Listed below are knowledges stated in sentence form offering ideas relative to proper health practices.

They constitute scientifically accurate procedures in the light of present-day information.

The first group of knowledges pertain specifically to the care (hygiene) of the skin:

1. The principal virtue of cleanliness aside from its social desirability, is that it affords a measure of protection against skin diseases and the transmission of infections which enter the body through the nose and mouth.

2. Because of individual differences, there can be no single formula for the care of all skins.

3. Habits of cleanliness will do much to maintain good complexion and to improve personal appearance.

4. The color, texture and quality of your skin quickly reflect your physical condition.

5. The way to improve your skin is to improve your diet or correct the disease that is making it unsightly.

6. Hands should be washed before eating or handling food and after using the toilet.

7. A warm bath is most effective for cleaning the body.

8. Cold showers should be taken only by people who react well and feel warm and exhilarated by them.

9. After bathing or washing, the body should be dried with an individual towel.

10. The skin should be thoroughly rinsed and freed of soap before it is dried.

11. All parts of the body should be well dried, especially where the skin surfaces are in contact, as between the toes.

12. Regular foot bathing is important to avoid foot odor.


13. A quick dash under a cold shower or plunge into the tub should be followed by a good rub with a coarse towel.

14. Cold creams help to keep the skin soft, especially after soap has washed off the natural oil.

15. The only way to prevent

(Continued on page 50)

CALENDAR OF CONTENTS

	October	"The Major Topics"
	November	"Skin, Hair and Nails"
	December	"Eating for Health"
	January	"Exercising for Health"
	February	"Sleep, Rest, Fatigue"
	March	"Communicable Diseases"
	April	"Tobacco, Alcohol, Drugs"
	May	"Hygiene of Special Organs"
	June	"Mental Hygiene"

S E R V I N G T H R O U G H S C I E N C E

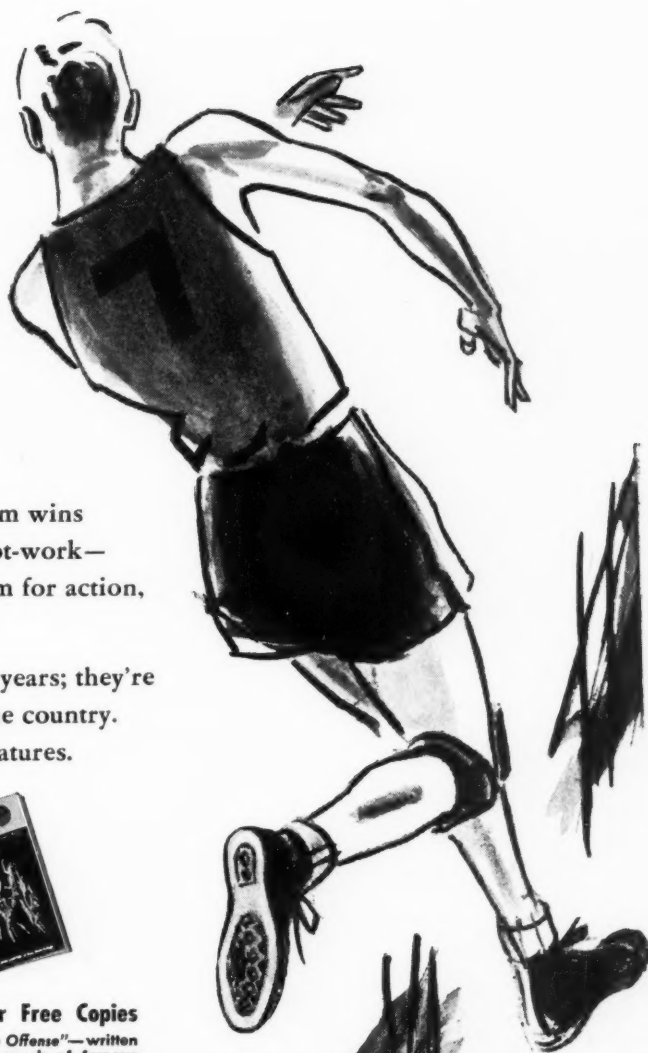


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freckles is to protect the skin from excessive sunshine.

16. Thorough cleaning of the skin twice daily with soap and warm water followed by a rinse with cold water will help remove blackheads.

17. No bath of any kind should be taken within an hour after eating.

18. The person who has acne should consult his doctor and follow the special method of face washing he prescribes.

19. The essentials of a good soap are that it should be well made from clean fresh fats; contain no excess alkali, coconut oil, or other unnecessary ingredients, and that it should lather freely.

20. Sun bathing, to be beneficial, should be started with a few minutes exposure the first day, then increasing the time until the skin is exposed for at least 20 minutes without causing any undue redness.

HAIR

1. The condition of the hair reflects to some extent the general health and nutrition of the body.

2. Plenty of sun and air, exercise and sleep, a well selected and balanced diet, and proper and regular elimination will do more to provide the basis for a healthy head of hair than any soap, shampoo or mechanical treatment.

3. The hair should be washed at regular intervals once a week, depending on the condition of the scalp and the amount of dirt to which the hair is exposed.

4. The soap used in shampooing should be as free as possible from alkalis.

5. Hair restorers and all patent dopes are complete frauds.

6. Dandruff is infectious.

7. The hair should not be wet too frequently in combing it.

8. Experts agree that frequent shampooing of hair has little to do with baldness.

9. There is no positive proof that baldness may be acquired through wearing a hat too tightly or too continuously.

10. The destruction of the root of the hair with the electrolytic needle is the only safe and permanent method of removing hair.

11. Brushing the hair is of first importance in the toilet of the scalp and hair.

12. Patronize a clean and sanitary barber shop when getting your hair cut.

NAILS

1. The nails, like the skin and hair, tend to be at their best when the general health is at its best.

2. Proper development of the nails depends upon proper diet,

general care of the body, and a healthy blood supply.

3. The chief practice in the proper care of the nails is to keep them clean with a brush and to keep them fairly short with scissors or a nail file.

4. Toenails should be cut squarely across and shorter than the flesh.

5. Care in manicuring is needed to avoid infection.

6. The habit of nail biting produces unsightly hands and endangers the health of the individual by bringing dirt and bacteria into the mouth.

CLOTHING

1. Any clothing close to the skin should be kept clean and fresh.

2. Suitable and healthful clothing is comfortable, clean, neat, free from odor, and appropriate for the occasion.

3. Tight garters should not be worn.

4. Shoes should be comfortable, have low heels, broad toes and a straight inside line. Good grooming demands that they always be kept shined.

5. Protection in inclement weather may be provided by a waterproof raincoat and hat, rubber shoes or galoshes and sufficient garments underneath to keep you warm.

VOCABULARY

One of the most important objectives of this unit is the acquisition of a vocabulary in order to intelligently understand the language of the unit. Words and their meaning may be obtained from any of the standard high school health text books.

Some teachers prefer to drill on vocabulary at the beginning of the unit, while others prefer to explain and teach the meaning of new words as they come to them.

The following form a basic list of necessary words: acne, allergy, blemish, blister, boil, callus, canker sore, carbuncle, cold sore, dermis, dermatologist, epidermis, eczema, follicle, hair, hives, impetigo, infection, itch, nail, pore, pus, ringworm, skin, ulcer.

SUGGESTED STUDENT ACTIVITIES

1. A committee report on the cleanliness practices observed in the physical education classes. Make suggestions for improvements.

2. Committee report of the available facilities for handwashing in the toilets and lunch room. Make suggestions for improvement.

3. Committee report on the sanitation.
(Concluded on page 56)

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

CHAMPIONSHIP MATERIAL



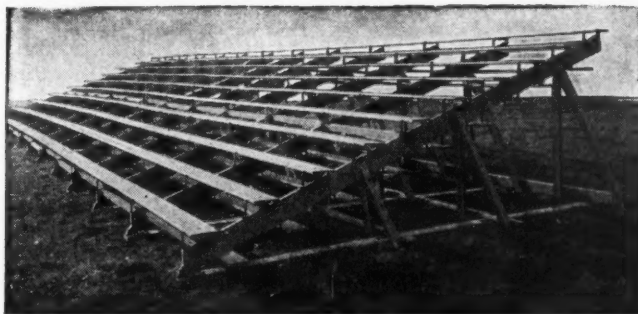
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**NATIONAL RIFLE
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National Federation News

REGISTRATION of officials through the state high school office has been in effect in the states of Alabama, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Missouri, Nebraska, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Wisconsin and Wyoming.

Such registration has been inaugurated this year in the states of Washington, Arkansas and Georgia.

In **Minnesota**, registration has been through the state coaches association, but basketball and football meetings are sponsored by the state high school association.

There is no statewide regulation which prescribes that only registered officials shall be used in high school contests.

In **New Mexico**, a coach-official group has recently been formed. This organization has set up machinery for registration on a statewide scale. The secretary of the state high school association is one of the officers of the group.

In **Mississippi**, registration is through an official's group which was organized with the help of the state high school association. Machinery has been set up for statewide registration and schools are obligated to use only registered officials.

In **North Dakota**, registration is by local groups and there is no statewide requirement that officials be registered.

In **New York**, there are a number of local groups. The state high school association, in cooperation with the state coaches association, has had a committee working on statewide registration during the past year, and the sentiment for statewide registration through the state high school office is strong. Such registration would weld all local groups into a statewide unit.

In **Indiana**, statewide registration has been in effect for a number of years. This year, under direction of Assistant Commissioner Robert Hinchshaw, the organization has been greatly strengthened and comprehensive plans for a statewide series of meetings is being arranged through the state high school office. In past years, registration was at intervals of several years. The plan now calls for renewal each year and the meeting of certain requirements for maintaining a good standing.

In **Maine**, officials are registered in local groups loosely banded together in a statewide organization. The secretary of this organization is W. A. Macomber of Augusta, who is also a member of the board of control of the state high school association.

All these activities have an influence on the welfare of the school athletic program. There is considerable overlapping between groups of officials, coaches and athletic directors and school administrators. This is a healthy

situation since it insures a reasonable program which takes into consideration the welfare of officials and coaches and also the welfare of the school athletic departments.

It will be a boon to all groups if the entire nation can be stimulated to institute effective programs in this field. There are many advantages in reciprocity arrangements whereby each state respects the regulations of each other state and permits an exchange of officials. Most of the well organized states have such a reciprocity arrangement so that there is a minimum of difficulty when an official moves into a new area or when he desires to work games in a neighboring state.

Arkansas: Secretary Burnett has been active in increasing the state association service to member schools. Among other things he has perfected statewide plans for registering officials and has inaugurated a series of meetings in football and basketball. Each member school has been provided with contract and eligibility forms and detailed instructions in connection with the series of games which leads up to the sectional football championships.

Each member school has also been provided with an attractive placard which calls attention to the Arkansas eligibility rules. These are illustrations of increased activity in this state. It would appear that Arkansas is well on its way toward good statewide organization which will result in many benefits to member schools.

California: The Southern Section of the California Federation announces the organization of machinery whereby newspapers and magazines in that area will receive weekly releases concerning the activities of the Southern Section and of the California Federation. Releases are sent out by Commissioner Seth Van Patten.

The first release is accompanied by the statement "We feel sure that high school readers of your paper will read high school athletic news with interest and pleasure. We also believe that anything that tends to increase the interest of our young people in our public high schools is a boost for good Americanism."

Conference on all-star problems: Last year, the state high school associations in the area served by the Western Conference universities met jointly with representatives of such universities and drew up certain agreements concerning cooperation in the exercise of controls over promotional athletic contests in which high school boys or the high school machinery or prestige is used.

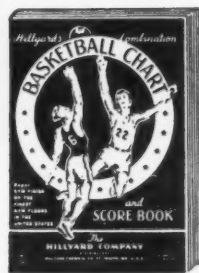
There are related problems which involve responsibility on the part of the state associations. They must decide whether a given "all-star or bowl" contest should be sanctioned.

(Continued on page 63)

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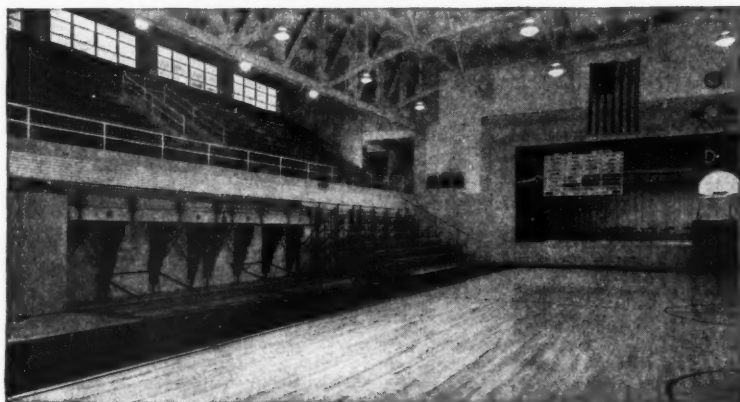
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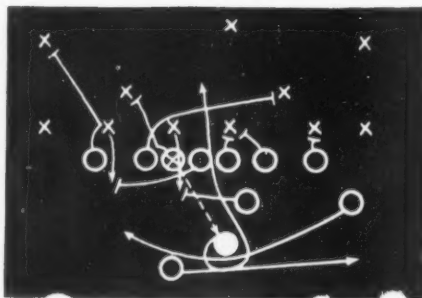
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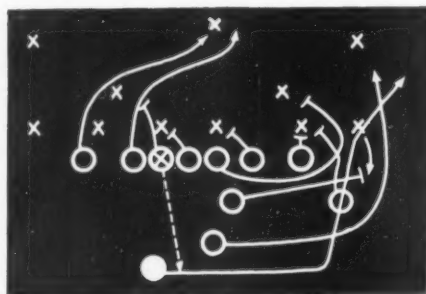
Waldorf's Single Wing Attack

(Continued from page 13)



Diag. 10

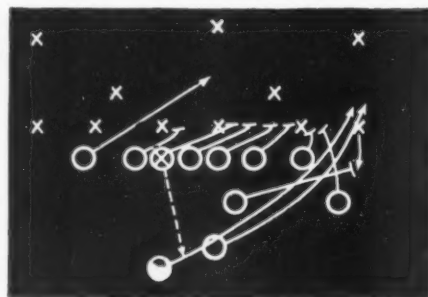
Diag. 10 offers a trap through center. The left end pressures the defensive right tackle and goes on for the defensive right half. The fullback receives the snap and fakes to both the left half and the wingback. After a full spin, he drives into the hole between the defensive guards.



Diag. 11

Diag. 11 shows the Waldorf powerhouse straight off-tackle play. The fullback is a personal interferer. If necessary, he helps the blocking back with the defensive end.

The left half cross-steps with his left foot for the lead pass from center, takes four steps laterally, then cuts sharply between the defensive end and tackle. Once past the defensive end, he floats to the outside to avoid the pile-up.

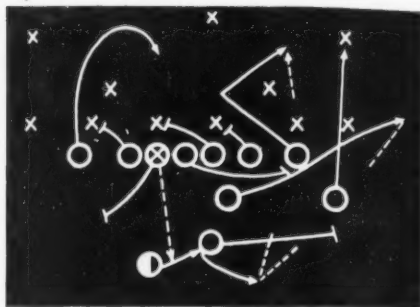


Diag. 12

Diag. 12 delineates a goal-line play against a 7- or 8-man line. The right end and wingback double-team the second man in from the end, while the tackles, guards and

center slide to the right, shoulder to shoulder, to prevent a breakthrough. The left end slants through to cut off the first man he meets.

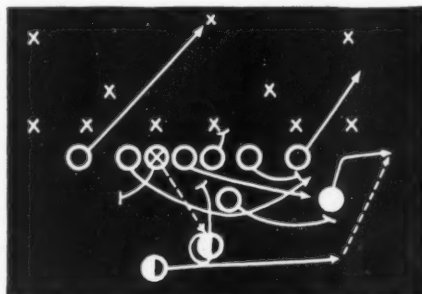
The blocking back takes out the outside lineman, and the fullback leads the play. The left half takes a lead pass from center and drives straight at the hole.



Diag. 13

Diag. 13 shows Waldorf's favorite short pass. The right end angles left (45°) between the defensive full and center, about five yards beyond the scrimmage line. He then angles right (45°), looking for the ball soon as he starts the return cut.

The left end goes down and hooks in before the safety man to freeze him. The wingback streaks at the defensive half to keep him back, while the blocking back races out to the right flat just beyond the scrimmage line. The left half watches the defensive full and passes to either the right end or wingback.



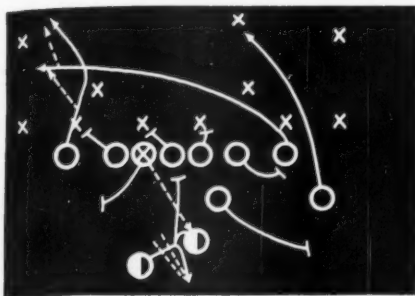
Diag. 14

Diag. 14 outlines Waldorf's second pet short pass. The right end and left end streak for the defensive left half and safety, respectively, as the guards pull out for protection and to add the threat of a run.

The wingback shoulder-blocks the defensive left end, then releases and loafs along the scrimmage line to the outside. Meanwhile the blocking back comes up to reinforce the block on the end.

The left half takes the ball from the full, runs hard to his right and tosses the ball to the wingback. If

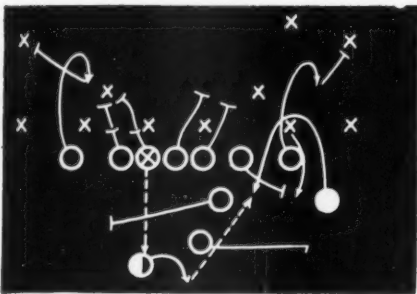
the defensive half comes up, the passer hits the right end.



Diag. 15

Diag. 15 offers another nice double-option pass, with the left end racing deep behind the defensive right half and the right end cutting behind and outside the defensive center, short of the defensive half. The wingback shoots straight at the safety to keep him put.

The left half takes the ball from the full and floats straight back, watching the defensive half. He then passes to either end.



Diag. 16

Diag. 16 outlines a short pass based on the screen principle. The ends go down and hook back to their right. As the ball is thrown, they turn and block the defensive halves.

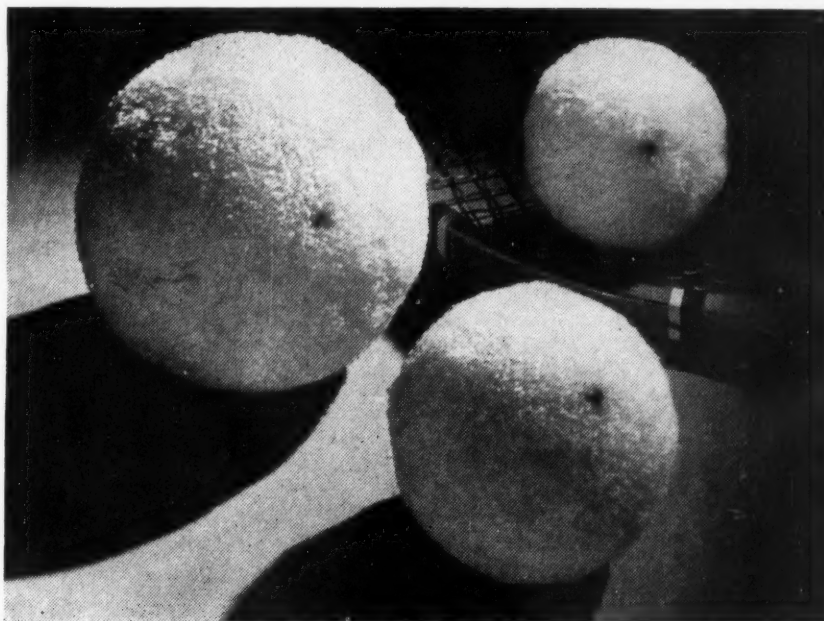
Both defensive guards are let in to rush the passer. The defensive left guard is pulled over a bit by the blocking back, who goes left for the defensive right tackle.

The wingback goes behind the defensive left tackle, then comes back a yard behind the line for the ball. As he catches the ball, he yells "Go!" This is the signal for the inside linemen—waiting on the line—to wipe out the backers-up.

The left half floats deep with the ball, looking down field to encourage the defensive linemen to charge and thus clear the scrimmage-line area. He then tosses a sharp high pass to the wingback.

Diag. 17 shows a right flat pass with the screen principle. The right end goes down five yards and hooks in to screen the defensive full. The tackles pull out wide and hesitate on the line of scrimmage until the

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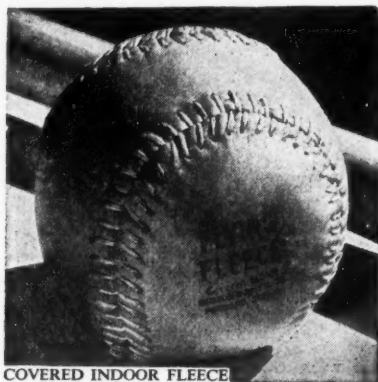
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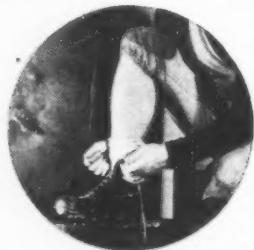


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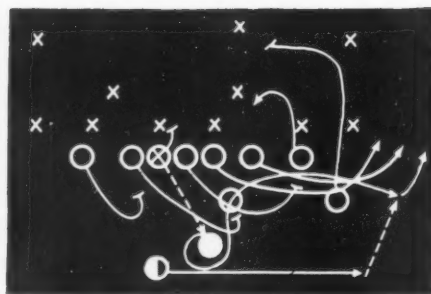
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Diag. 17

fullback catches the pass. They then lead the play down field.

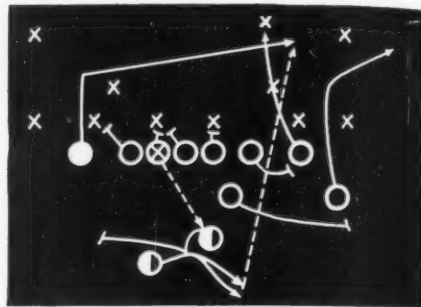
The full hands the ball to the left half and races behind the linemen. The left half floats with the ball and hits the fullback as the latter clears the defensive end.

Diag. 18 shows Waldorf's favorite long pass. The right end races straight at the safety, while the left end goes down 10 yards toward the defensive half, then right angles between the safety and defensive left half.

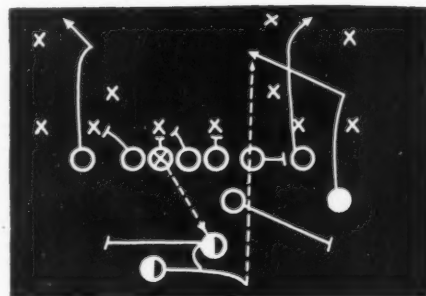
The wingback shoots down 10 yards at the defensive half and then cuts to his right. The passer usually hits the left end.

Diag. 19 outlines Waldorf's second best long pass. The right end scoots straight at the safety, then cuts out

to pull him over. This opens the lane for the wingback, who has angled five yards to his right. As the right end draws the safety away, the wingback cuts sharply to his left into the open area between the defensive halves.



Diag. 18



Diag. 19

Your Personal Hygiene Course

(Continued from page 51)

tary laws of the community relative to barber shops.

4. Make posters for use in the school locker rooms.

5. Prepare a five-minute speech for a group of elementary school children on "Why We Should Keep Clean."

6. Present a photographic essay on cleanliness habits.

7. Prepare a cleanliness code.

8. Prepare an annotated bibliography of all cleanliness material in the school library.

9. Make a booklet with illustrations on the daily cleanliness activities of the high school boy.

10. Collect and assemble written questions from classmates for further information on this unit.

11. Collect three advertisements relative to cleanliness and grooming and discuss their merits in the light of the information obtained in this unit.

These are just a few of the projects that lend themselves well to high school personal hygiene classes.

Many other possibilities may be gleaned from the daily newspapers, hygiene textbooks, periodicals, and professional literature in the field.

Frequently, the hygienic problems of the school itself will offer an interesting source of project material.

The projects should be made interesting enough to appeal to the boys and should serve a vital, living function.

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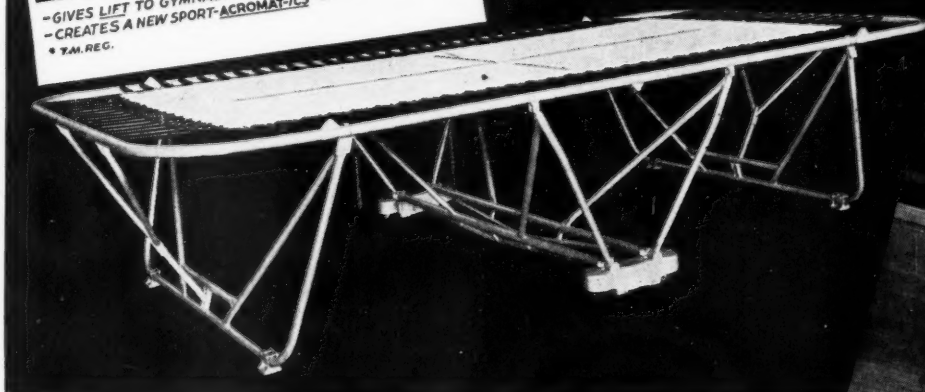


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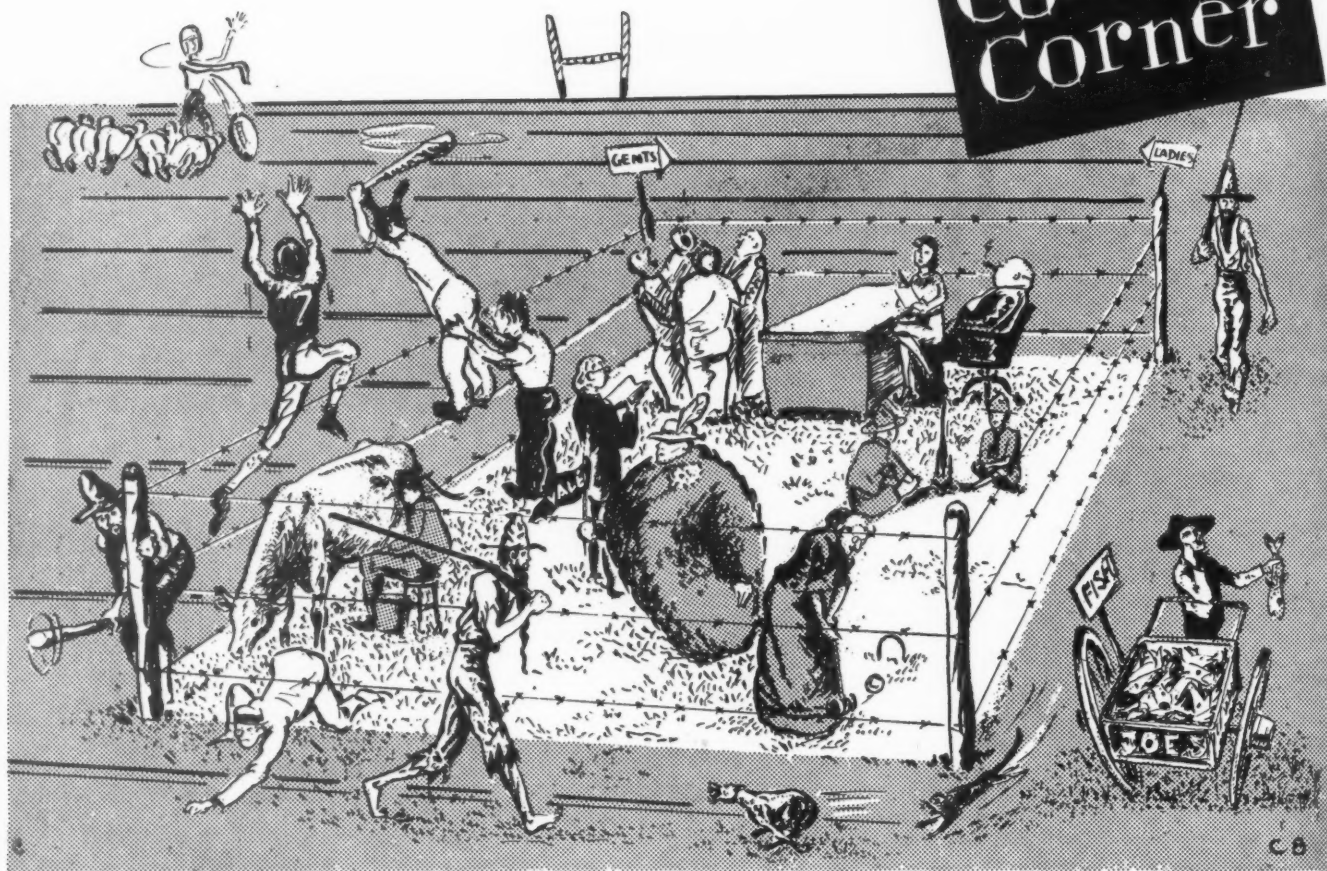
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Coaches' Corner



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

The University of Tennessee wrote a stirring new chapter into penal history on October 19 when they opened a jail house right in their football stadium. The temporary "stir" was built especially for the Alabama game, which, for some strange reason, always stirs the good burghers to violence. Every malefactor—particularly the tipplers were tossed into the coop on the spot.

The other day we ran into George Eastment, Manhattan College track coach, timing an army of prospective firemen in the mile run—a standard N. Y. Fire Dept. test.

"George," we kidded, "what would you do if one of those kid fire-eaters knocked off a mile in four minutes?"

"That's easy," snapped George. "I'd take him by the hand, lead him up to Manhattan College and convince him that he doesn't want to be a fireman but a student at Manhattan College."

"I have been umpiring in our C.Y.O. league for some time," writes Phil Dienoff, coach at Garfield High, Akron, Ohio, "and have been getting a big kick out of it. As you probably know, the teams are coached by young

priests, whom the youngsters are very fond of. During the baseball season, the kids would frequently say things like: 'Father Flanagan, who's playing third?' or 'Father Murphy, do you think we will win?' etc.

"I was very much surprised and flattered one day when one of the youngsters walked up to me and said, 'Father Umpire, what's the score?'"

Our old friend, Ethan Allen, Yale baseball coach who is now working on a baseball film for the Curriculum Films people, was one of those sensational-field fair-hit big leaguers. One day, while riding the bench because of an injury, he turned to a teammate, Red Lucas, and chortled, "Won't those pitchers moan when I get back in there."

Red snorted, "They're moaning right now because you're not in there."

Another time, Ethan was nipped at second after a long slide. "Yer out!" the umpire roared. Allen rose, dusted himself off and looked pityingly at the ump, "You just love to say that, don't you?"

Skidmore College, a haven of femininity for a quarter of a century, is in a tizzy these days. They have a football team! The squad is composed

of 21 of the 46 men admitted this fall under a veterans' emergency education program. Despite an 18-piece all-girl band, some 900 handkerchief-waving co-eds and a corps of pulchritudinous "water-girls," the Skidmore powder-puffers could do no better than scrounge out a scoreless tie in its first game.

However, the Skidmore rooters, flushed with near-success, raised their clear sopranos in a bloodthirsty screech, "Bring on Vassar!" Good old Vassar this fall also opened its doors to men for the first time.

Latest in practical 'rithmetic teaching is the plan instituted at the Stephen Palmer Public School, Needham, Mass. During the world series, teacher Margaret Heideman dispensed with her syllabus and textbooks and had her sixth graders spend all their classroom time computing World Series hits, runs, errors, and batting averages. The little kiddies loved it and learned a lot of math at the same time. Too bad Ted Williams couldn't have given them a better workout in the higher figures.

Before the season is over, Bobby Hemphill, fleet 165-pound quarterback of Winona (Mass.) High School, may well set an all-time schoolboy scoring record. In his team's first four games,

Bobby rang up 121 points. A state-champion sprinter, Bobby climaxed the early season on October 12 with a six-t.d. performance. His runs ranged from 30 to 85 yards. In the first half, he handled the ball only five times and tallied four times. Who is this guy Glenn Davis!

When the ump bellows "Str-i-i-i-ke three!", a lot of hitters love to toss their bats into the air to deride the arbiter's eyesight. As a rule, the ump will give these bat-heavers the quick heave-o. They will simply point to the bench and gesture, "Out, brother."

Once in a while, however, a more imaginative "blind Tom" will put something extra into it. There was the time, for instance, when Wes Ferrell, infuriated at a third called-strike, flung his bat way up end over end. Ump Bill Guthrie, watched the bat soar majestically into the ether."

"Wes," he grunted, "that's a real nice toss. But if that bat comes down, I'm goin' to toss you outta the ball game."

We wonder how the Simsbury (Conn.) High School eleven is making out these days. Back in September, Coach Russell Sholes, irked at his boys' lack of spirit, had to resort to poetry to perk 'em up. He whipped up a juicy fight-piece called *Onward and Upward*, which is supposed to have stirred the Sholes of the boys. Here are some of the epic lines:

Our ballclub doesn't seem to want to win,
As if it were an ungodly sin.
I want a club that'll fight to the end,
Make guts and teamwork's harmony blend
While the ball you catch and goal you tend.
I want a club that'll never give in,
Onward and upward toward a win.
I, too, want my team to always play fair,
By cheating at sports you'll never get there.

When you speak of the durability of modern golf clubs, a certain set of MacGregor "sticks" comes immediately to mind. These clubs were dug up from the ruins of Hiroshima after the atom-bomb explosion. Though most of the city was completely demolished, the clubs remained intact. They're now residing in the MacGregor Museum.

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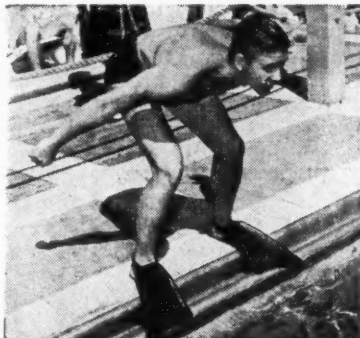
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coach follows, then an intelligent ap-
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In the latter chapter, Durbin offers
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The book is concluded with a chap-
ter on free-throw shooting. Tied in
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charts and a complete individual rec-
ord chart.

The author makes no attempt to
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SHOOTING THE BOW. By Larry
C. Whiffen. Pp. 83. Illustrated—photo-
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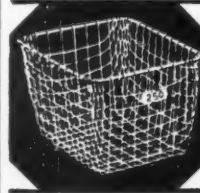
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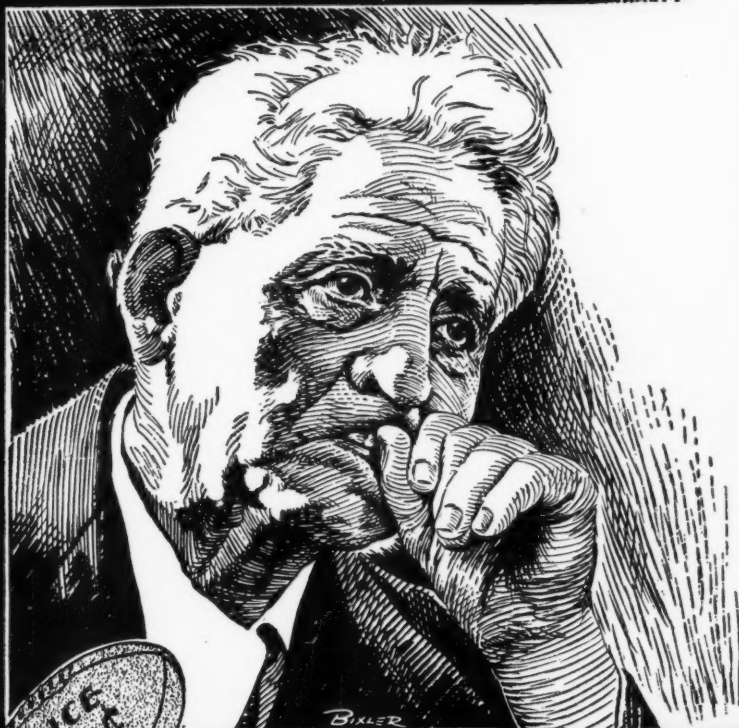
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of helpful "pointers" on boxing in your school. Sent to Coaches, Instructors, Athletic Directors free of charge.



sumes the reader is the beginner, then goes ahead and analyzes all the fundamentals, illustrating the finer points of technique and equipment with good, sharp line drawings.

All in all, he offers seven lesson plans: Stringing the Bow, Body Position to the Target, Ready for the Arrow, The Release, Aiming, Correcting Errors, and Hunting Style of Shooting.

In addition to these lesson plans, the author covers the benefits of archery, the purchase and care of equipment, scoring, the mechanics of the bow and arrow, and other helpful items. A glossary of archery terms winds up the text.

Teachers and beginners will definitely derive a wealth of information from this book.

New Films

(Continued from page 44)

through and all the other basic elements that go into beginner teaching.

The how-to-do part is nicely projected through close-up views, slow-motion sequences and concise, pithy explanations.

In *Advanced Tennis*, Tilden goes beyond the fundamentals to demonstrate and explain the more advanced techniques. Front, back, side and overhead views permit study from every angle as Bill demonstrates the essentials of service, footwork, smash, volley and the do's and don'ts of the net game.

WORKING FOR FUN. Produced by MacGregor Goldsmith Inc. 16 mm., sound, color. Running time, 30 minutes. Free.

TODAY—more than ever before, the general public is recreational minded and recognizes the value of physical fitness. The new MacGregor Goldsmith, 16 mm., 30-minutes, sound and color sport film, *Working for Fun* stresses the theme that increased participation in sports and wholesome physical recreation makes for a healthier and happier nation. The film has received enthusiastic approval wherever shown.

Filmed in the MacGregor Goldsmith plant, it takes you behind the scenes, showing how present day athletic equipment is made. It is interwoven with actual scenes from major league baseball games, sand-lot contests, collegiate and professional football and basketball games and many other types of sports, showing how modern athletic equipment is used.

Bill Stern, noted radio sports commentator, who voices the narrative, summarizes the theme in his comment that, "No matter what else they may have to worry about, Americans are the most sports-minded people on earth," which he describes as "a good thing for America both today and tomorrow."

Federation News

(Continued from page 52)

In order to attempt to reach some agreement concerning policies, a conference was held in Chicago on October 22. At this conference, most of the state associations in the Western Conference were represented and a program has been outlined for presentation to the joint meeting scheduled for December.

Baseball: Baseball equipment has been difficult to secure, but there is reason to believe that some of these difficulties will disappear by next spring.

There was a great increase in high school baseball teams in 1946. As nearly as can be determined, this increase was about 25%. The increase in interest among both players and fans probably exceeded this.

Reports from Washington, Arkansas, Tennessee, Georgia, Minnesota, and Michigan indicate that this sport will be still more widely played during the spring and summer of 1947. There are many school groups which have combined forces with other community organizations in a summer sports program which is usually built around baseball activities.

District and sectional championships are contemplated by a number of states which have not attempted any statewide supervision in this sport in past years.

Interstate exchange of talent: For a football clinic at Charleston, W. Va., S. D. Jackson of Johnston City, Tenn., conducted the rules discussion. At Augusta, Me., the football rules discussion was led by Larry Russel of Syracuse, N. Y.

Among other men who have had a number of years experience in helping their own state office with such meetings are: B. N. Grba, Hazel Park, Mich.; and George Ruwitch, Escanaba, Mich.; Frank Maguire, Allentown, Pa.; M. F. Sprunger, Chicago, and M. S. Vaughn, Rockford, Ill.; Johnnie Lynch, New Orleans; Werner A. Witte, Appleton, Wis.; Kenneth Fowell, Great Falls, Mont.; Vern Morrison, St. Cloud, Minn.; William Fischer, Lyndon, Wash.

In a number of states such as South Dakota, Kansas, Iowa and Nebraska, Messrs. Walseth, Thomas, Quinn and Webb have had much experience in leading discussion in the football meetings.

These men are part of a reservoir of talent that might be of assistance to neighboring states

Clinic for cheer-leaders. An ultra-

(Concluded on page 64)



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How Many . . .

AMERICAN HAIR & FELT (50)

- ☐ Names of Firms Who
Can Supply You

AMERICAN WIRE (60)

- ☐ Folder, Checking and
Locker Baskets

ASSOCIATION FILMS (47)

- ☐ Information, Basketball
Coaching Film, "Play
Championship Basket-
ball"

AWARD INCENTIVES (56)

- ☐ Catalog on Trophies,
Medals, Ball-Charms,
Plaques, Emblems

A. S. BARNES (64)

- ☐ Sports Books Catalog

BEACON FALLS RUBBER (40)

- ☐ Information on Basket-
ball Shoes

BIKE WEB (17)

- ☐ Information on Trainers
Tape and Supporters

BRISTOL-MYERS (43)

- ☐ Free Teaching Aids
☐ Guide for Good Groom-
ing Program
☐ Physical Fitness
☐ Personal Grooming
☐ Dental Health

CEDAR KRAFT (64)

- ☐ Information on Electric
Scoreboards

CONVERSE RUBBER (21)

- ☐ 1946 Basketball Year
Book

CROUSE-HINDS (29)

- ☐ Bulletins, Floodlighting
Sports Fields

C. R. DANIELS (23)

- ☐ Catalog on New Line of
Football, Baseball, Soft-
ball, Gym and Field
Equipment

DENVER CHEMICAL (57)

- ☐ Handbook, "Athletic
Injuries"

EAGLE REGALIA (64)

- ☐ Information on Sport
Pins and Buttons, Medals,
Trophies

EXCELSIOR SCORE BOOK (60)

- ☐ Information on Basket-
ball Score Book

GENERAL MILLS (4)

- ☐ See ad for offer of
Booklet on Basketball

HAND KNIT HOSIERY (46)

- ☐ Information on Wigwam
Socks

HILLYARD CO. (53)

- ☐ Catalog on Floor Treat-
ment and Maintenance
☐ Basketball Chart and
Score Book

HOOD RUBBER (45)

- ☐ Basketball Foul Shooting
Chart
How many . . .

HORN MFG. (60)

- ☐ Information on Folding
Bleachers and Partitions

HUNTINGTON LABS.

- (See Inside Back Cover)
☐ New Seal-O-San
Basketball Coaches
Digest

JOHNSON & JOHNSON (37)

- ☐ Information on All-Elastic
Supporter

KAHNFAST ATHLETIC FABRICS (51)

- ☐ Addresses of Nearest
Uniform Makers

KAYE SPORTSWAIR (55)

- ☐ Information on Athletic
Equipment, Uniforms,
Recreational Games

KING SPORTSWEAR (30)

- ☐ Information on
Sports Uniforms

BRADLEY M. LAYBURN (55)

- ☐ Information on Gym and
Playground Apparatus,
Portable Bleachers

LEAVITT CORP. (51)

- ☐ Information, Knockdown
Bleachers

LINEN THREAD

- (Inside Front Cover)
☐ Catalog on available nets

LOGAN ATH. TRAINERS

- AIDS (40)
☐ Information on Line of
Trainers Supplies

MacGREGOR-GOLDSMITH (25)

- ☐ Sports Catalog

MARBA SYSTEM (26)

- ☐ Information on Athletic
Equipment Reconditioning

McARTHUR & SONS (62)

- ☐ School Towel System

E. Q. MEACHAM (63)

- ☐ Information on Leather
Basketball Nets

FRED MEDART (57)

- ☐ Book, "Physical Training,
Practical Suggestions for
the Instructor"
☐ Booklet, "Physical
Fitness Apparatus"
☐ Catalog on Telescopic
Gym Seats, Steel Lockers
☐ Information, Acromat-
Trampoline
☐ Catalog on Basketball
Backstops, Scoreboards

MUTUAL LIFE (42)

- ☐ Aptitude Test

NATIONAL RIFLE ASSN. (52)

- ☐ "Medals for Merit"
Booklet

NATIONAL SPORTS (62)

- ☐ Catalogs: Bases, Mats,
Rings, Training Bags,
Wall Pads, Pad Covers
☐ "Pointers on Boxing"
Booklet

NISSAN TRAMPOLINE (59)

- ☐ Literature
☐ Booklet, "Tips on Tram-
polining"

NIXON CO. (64)

- ☐ Information on Emblems
and Letter Awards

NOCONA LEATHER (15)

- ☐ Information on Line of
Athletic Leather Goods

O-C MFG. CO. (2)

- ☐ Information on Apex
Athletic Supporter

OCEAN POOL SUPPLY (59)

- ☐ Information on Trunks,
Swim Fins, Kick Boards,
Nose Clips, Caps, Klogs

(Numbers in parentheses denote page on which advertisement may be found)

SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

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MASTER COUPON

(See page 63 for other listings)

(Numbers in parentheses denote page
on which advertisement may be found)

OREGON WORSTED (55)

- ☐ Information on Flying
Fleece Recreation Balls

REGALIA MFG. (54)

- ☐ Catalog and Price List on
Flags, Plaques, Emblems,
Award Ribbons

UNIVERSAL BLEACHERS (53)

- ☐ Information

W. H. PAYNE (60)

- ☐ Information on Record
Books

REVERE ELECTRIC (55)

- ☐ Sports Floodlighting
Bulletin

U. S. RUBBER (49)

- ☐ "Individual and Team
Offense" by John Lawther
How Many for Squad...

PENNA SALT (27)

- ☐ Sample of Tilite

SAND KNITTING (50)

- ☐ Information on Athletic
Knitwear and Uniforms

VICTORY SOAP & CHEM. CO. (52)

- ☐ Sample, Floor Mark
Remover

PETERSEN & CO. (60)

- ☐ Catalog on Gym Mats,
Wrestling Mats, Boxing
Rings, Mat Covers and
Prone Shooting Mats

SANI-TREAD (54)

- ☐ Sample of Fibre
Bath Slippers

VOIT RUBBER (39)

- ☐ Catalog on
Rubber Covered Athletic
Balls and Equipment
☐ Illustrated Price List

QUAKER OATS (18)

- ☐ Book, "How to Play
Winning Basketball!"
by Adolph Rupp
How many...

SEAMLESS RUBBER (41)

- ☐ Information on Football
Tees and Kantleek Blad-
ders, SR Athletic Tape

WAYNE IRON (30)

- Catalogs on Grandstands
☐ Portable ☐ Gymstand
☐ Permanent

RAWLINGS (3)

- ☐ Catalog

SPALDING & BROS. (1)

- ☐ Catalog
☐ Sports Show Book

WILSON (6)

- See Sept. ad for Book-
ing of Basketball and
Football Rules Films

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

November, 1946

modern twist in association activities was the recent clinic for cheer-leaders sponsored by the Iowa State High School Association at Northwood, where board-member E. A. Prehm is principal.

The primary purpose of the clinic was to explore the possibilities of directing the cheering sections into channels which will create good will between communities as well as orderly enthusiasm for the favorite team. "One good cheer-leader is worth 20 policemen."

This event could well be the start of a movement which will stimulate good crowd conduct.

Michigan: The newly appointed Assistant Director of High School Athletics is David Arnold of Kalamazoo High School. He will work with Director C. E. Forsythe in guiding the rapidly expanding activities of the State High School Association. His experience and personality as outlined in the September *Michigan Bulletin* are such as to insure his being a fine addition to the ranks of state executives. Come in, David Arnold. The water is enjoyable even though it does sometimes reach X degrees.

The South Carolina High School League has applied for National Federation membership. This is good news to the 43 member state associations since all will enjoy the closer association which will now be possible. The National Council will take official action on the application at the annual meeting in January. In the meantime, each member state executive extends the hand of friendship by placing Secretary C. M. Lockwood at Lancaster, S. C., on his mailing list. Adjoining states say "Hi, Neighbor!" The entire Federation family says "Welcome, friend!"

Athletic building conference: For the past several years, attempts have been made to encourage the collection of suitable plans for athletic field, gymnasium and field house construction as a source to which any interested school leader might go for guidance. Because of the many difficulties in making such a collection and because of the expense involved in shipping exhibits of this kind, little headway was made.

Recently, several groups have become jointly interested in this activity and there is being formed a "National Conference on Facilities for Athletics, Recreation, Physical and Health Education." Organizations which are co-operating in this include the Department of Superintendents of the N.E.A., the American Association of Health, Physical Education and Recreation, the Athletic Institute, and the National Federation.

Funds for meeting expenses are being provided through the Athletic Institute as a contribution to the school athletic program.

—H. V. PORTER